

# Critical Literature Review for Doctoral Research

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PORTFOLIO OF TASKS

## Executive summary

This portfolio consists of 3 sections.

The first section provides a general explanation of the purpose, contents, and the structure of a literature review. Based on previous studies main purposes of a literature review is explained as an opportunity to learn from previous research, provide a context and refine the research aim, and identify any gaps of research in the existing body of literature. This is followed by an explanation of what needs to be included in a literature review. In summary, this section explains that researchers should consider using an exhaustive search strategy to gather all publications related to the research question before gradually narrowing it down. Finally, the “funnel structure” of the literature review has been explained.

The second section of the portfolio consist of an annotated bibliography containing a selection of sources which will be considered in the attempt to meet the research aim of *“critically exploring the factors causing withdrawal of non-traditional students in UK Higher Education”*. The bibliography contains key information pertaining to the sources such as a summary, the research aims of each study, methods used, and key contributions.

The final section of the portfolio presents a preliminary review of literature. This review has identified some of the key factors causing non-traditional students to withdraw. Such factors include social and cultural barriers, academic preparedness, personal factors, and institutional policies and practices. Finally, the review identified some gaps based on the body of literature which has been considered for future research. These gaps suggest three main areas for future research. Firstly, studies on intersections of multiple barriers affecting retention of mature students. Secondly, cross-sectional studies and retrospective analysis of the factors causing withdrawal of non-traditional students. Finally, empirical studies on the effectiveness of intervention mechanisms and policies used by various institutes.

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## Introduction to the portfolio

Reviewing literature is considered to be one of the main steps in the research process (Booth et al., 2022; Easterby-Smith et al., 2021). Hence, it is important for any researcher to have a thorough understanding of conducting a review of the literature.

This portfolio is compiled as a fulfilment of the requirements for the Critical Literature Review for Doctoral Research module. It consists of three main sections.

The first section of the portfolio explains the purpose, content, and structure of a critical literature review at a doctoral level. In this section general information related to the key areas of purpose, content, and structure will be discussed in detail. The second section of the portfolio consist of an annotated bibliography. This bibliography consists of a collection of literature related to the research aim of “*critically exploring the factors affecting the rates of withdrawal among non-traditional students*”. The final section of the portfolio consists of a summary based on the preliminary review of the chosen literature. This section will highlight the key themes emerging from the chosen literature and will attempt to find any voids available among the existing body of research.

# Part 1

Purpose, content, and format of a  
critical literature review for doctoral  
research

## 1.1. Introduction

Many authors agree that a literature review generally comprise collecting publish research evidence, evaluating them to identify key contributions and themes, and presenting a synthesis of information (Fisch and Block, 2018; Booth *et al.*, 2022; Rocco *et al.*, 2023). Therefore, the review of literature is considered an important stage of a research process. It is also considered to be an iterative process which enables researchers to conceptualise evidence whilst transforming their thinking process (Rowlands, Waddell and McKenna, 2015; Wisker, 2015).

This section of the portfolio will, firstly explain the purpose of critically reviewing literature. Secondly, it focuses on what comprises a literature review and finally the format of a critical literature review at a doctoral research level.

## 1.2. Purpose of a critical literature review for doctoral research

Reviewing literature is considered an essential step of a scholarly research process by many authors (Bogdan and Biklin, 1998; Cohen, Manion and Morrison, 2018; Creswell and Creswell, 2018; Easterby-Smith et al., 2021).

Easterby-Smith et al., (2021) identifies several purposes of a literature review as learning from previous research, providing a context to the research, refining the topic, defining gaps of the existing research, and providing a justification for the study. Booth et al., (2022) also identifies seven purposes (See exhibit 1 below) of conducting a literature reviews. In general, these purposes identified by different authors can be summarised into three main points as explained below.

### Purposes for a literature review

- To place each work in the context of how it contributes to an understanding of the subject under review.
- To describe how each work relates to the others under consideration.
- To identify new ways to interpret, and shed light on gaps in, previous research.
- To identify and resolve conflicts across seemingly contradictory previous studies.
- To identify what has been covered by previous scholars to prevent you needlessly duplicating their effort.
- To signpost the way forward for further research.
- To locate your original work within the existing literature.

*Exhibit 1 - Purposes for a literature review as identified by Booth et al (2022)*

### 1.2.1. Learn from previous research.

Scholars accumulate knowledge from previous research (Rowley and Paul, 2021). Particularly, studies conducted previously are considered the building blocks in the process of generating new knowledge. Hence, previous research findings are essential contributors in forming knowledge and the development of scholarly research (Paul and Barari, 2022).

Therefore, it is important for a researcher to identify the key research that has been conducted in relation to the chosen research area and analyse them to extract a deeper and comprehensive understanding.

### 1.2.2. Provide a context and refine the topic.

Conducting an in-depth literature review enables a researcher to identify the breadth or scope of existing research on a topic (Booth *et al.*, 2022; Rocco *et al.*, 2023). This is done by summarising the previous research findings and making inferences in relation to the “*state of research activity*” (Arksey and O’Malley, 2005). Therefore, it can be argued that reviewing literature will enable the researcher to identify the interrelations and interdependencies, or contradictions of topics and produce a “map” with connections amongst various topics. Such a map is deemed useful in adjusting and finetuning the final topic on which new knowledge will be generated.

Moreover, a well-crafted literature review can setup a strong platform for future research by identifying the various settings and contexts (i.e. industry, country, region etc) in which previous research has been carried out (Paul and Criado, 2020). Such contexts are useful for researchers in deciding the future directions by identifying variable and testing the applicability of theoretical models or methods.

### 1.2.3. Define gaps and provide justifications for the study.

Easterby-Smith *et al.*, (2021) states that a well written literature review can help in identifying the flaws in previous research as well as outlining the gaps in knowledge in relation to a research topic. Researchers would need to define the objectives for a new study based on these gaps identified by reviewing the literature (Paul and Barari, 2022).

Especially, conducting a thorough literature review will enable a researcher to provide a strong justification for the study by highlighting the contributions to filling the gaps identified.

### 1.3. Content of a critical literature review for doctoral research

As mentioned in section 1.2 above, the contents of a critical literature review are based on previous publications of research. This section will further elaborate on the content comprising a literature review.

Paul and Criado, (2020) states that a systematic literature review can be developed from 40 – 50 papers to 500 or more publications. Furthermore, Paul and Barari, (2022) states that researchers should cast the net as wider as possible to ensure no significant study has been missed and reduce selection bias. However, Booth et al., (2022) states that researchers will have to work with constraints such as time, resources, expertise, and the audience (purpose). As a result, a researcher may not be able to review all publications related to the chosen question. Therefore, it is important for researchers to define the criteria for inclusion and exclusion of papers in the review (Newman and Gough, 2020; Watson and Webster, 2020). This would involve using “key word” search from related and unrelated fields based on the research question (Paul and Barari, 2022).

Newman and Gough (2020), suggests that researchers should use an exhaustive search strategy comprising multiple bibliographical sources to find all publications related to the research question. In other words, the researchers should consider a broad range of publications which may range from historic seminal work to latest contemporary publications during the early stages of the literature review. It is important that researchers keep records of the key words used and the search results generated which will enhance the “reproducibility” and “auditability” of the review (Xiao and Watson, 2019; Cram, Templier and Paré, 2020).

Once a broad base of literature has been gathered researchers should then conduct an initial screening considering the titles and abstracts of the papers using the defined selection criteria (Zawacki-Richter *et al.*, 2020). This will enable to narrow down the chosen pool of studies by weeding out irrelevant content.

A more refined collection of literature will enable a researcher to pool ideas and concepts together by synthesising information from similar studies (Greetham, 2021; Machi, 2022). Such synthesis of the content will enable further analysis of the chosen literature resulting in further refinement of the chosen base of materials

(Rocco *et al.*, 2023). According to Booth *et al.* (2022), refining the broad choice of literature in a systematic manner will enhance the “clarity” and “validity” of the literature review.

In summary, this section explained that researchers should consider using an exhaustive search strategy to gather all publications related to the research question. This would set the broad base for conducting a good literature review. Such a base will include a range of materials from important historical publications to contemporary studies. This broad base of literature will then be streamlined according to the chosen inclusion and exclusion criteria. The researchers will then attempt to synthesise information and perform further analysis of the materials to narrow the remaining content increasing the clarity and validity of the literature review.

## 1.4. Format of a critical literature review for doctoral research

### 1.4.1. Format of the filtration process

Many authors such as Efron and Ravid, (2019); Hempel, (2020); Booth et al., (2022); Machi, (2022) tend to suggest approaching a literature review broadly and generically to start with. Then systematically narrowing down to more specific areas. This implies a literature review would appear to take the shape of a funnel as illustrate in exhibit 2 below.

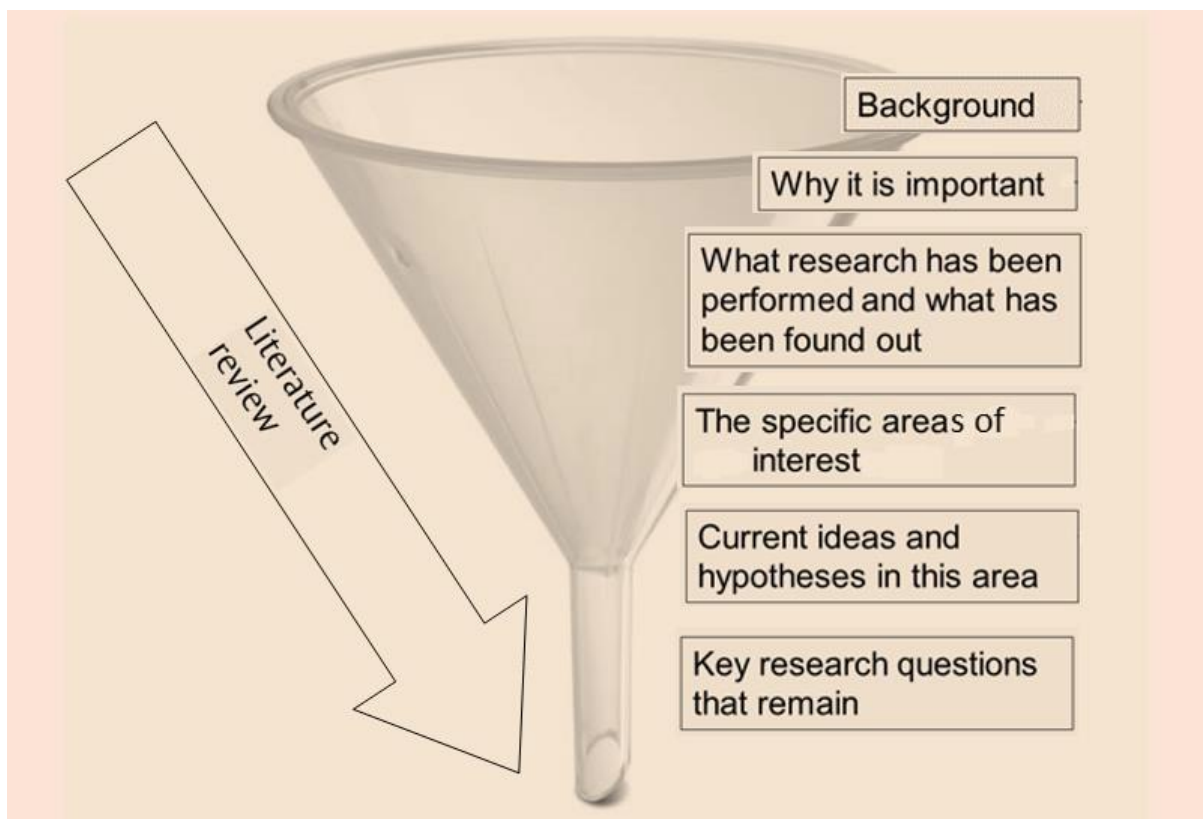


*Exhibit 2 - Funnel structure of a literature review (University of Reading, 2023)*

As explained in section 1.3 above, the literature review will begin with a comprehensive collection of literature. Once, all literature has been gathered, the first level of screening can be done based on the “title” of the article (Booth *et al.*, 2022). They state that the title generally provides information relating to the background and context of the study. This will enable a researcher to sift through some of the articles.

The second phase that would shape the structure of the literature review is filtration based on the abstracts (Newman and Gough, 2020). This would enable a researcher to sift through articles by exploring the importance of each study and the findings.

The final phase of sifting is when the full text of the article is examined (Easterby-Smith *et al.*, 2021; Booth *et al.*, 2022). By the time a researcher reaches this stage the number of articles will be significantly narrowed down. A full-text examination will enable a researcher to identify any variables, examine current hypothesis if necessary, and define the gaps (*ibid*).

#### 1.4.2. Format of the presentation of a literature review

Presenting the review results is considered as the stage when researchers “join the conversation” (Wisker, 2015; Paul and Criado, 2020). Aveyard, (2018) states that structure of the review should be instantly visible to the reader and should include some key elements which are explained below.

- Introduction

Greetham, (2021) states that the introduction should begin with an explanation of the rationale for the study. Booth *et al.*, (2022) also suggests that researchers should make the context of the review clear in the introduction. They further suggest using a framework such as PICOS (*Participants, Interventions, Comparisons, Outcomes, Study design*) or similar in defining context.

- Methods

Booth *et al.*, (2022) suggests that including a brief description of the methods used in the review of the literature such as the eligibility criteria, search strategies, synthesising techniques will be useful for the reader. Moreover, inclusion of such description will enable the reader to understand the risk of “bias” (Mitchell and Rich, 2022).

- Results

According to Aveyard (2018), this section should start with a summary of the number of items identified followed by the details of each study. In addition, Booth *et al.* (2022) suggests this section should include an explanation of any reasons for inclusions / eligibility of the respective studies. Diagrams, tables, and charts are considered useful tools in summarising and presenting the results (*ibid.*).

- Discussion

The discussion section would include a more refined presentation of the findings (Booth *et al.*, 2022). This refinement can be achieved by explaining the strengths of evidence for each finding (*ibid.*).

This section should also provide clear explanations of any limitations, contradictions, or inconsistencies (Easterby-Smith *et al.*, 2021).

## 1.5. Summary and conclusions

This section of the portfolio explained three key aspects of a critical literature review.

Firstly, the attention was focused on explaining the purpose of a critical research. Based on contributions from various authors, it was identified that a critical literature review will serve the purposes of learning from previous studies, providing contexts, and identifying gaps of literature.

Secondly, the content of a literature review was examined. It was noted that a literature review should include all studies related to the research question. However, selection criteria will be needed when a researcher is working with various resource constraints.

Finally, the section explained the format of a critical literature review in terms of the filtration process and the presentation of the findings.

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# Part 2

## Annotated bibliography

| Author/s                                                          | Year | Title                                                                                                                      | Source                                            | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key words                                                                                                                                                | Research question / topic / problem                                                                                                                                                                                                                                                                                                                                                                                                                                               | Contributions / Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sign: theory, key concepts and m                                                                                                                                                                                                                                                                                                                     | Why relevant / problem                                                                                  | References to follow | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Nazim Uddin                                                     | 2023 | Life experience of mature students and its relevance to leaders in making good strategic choices in higher                 | Information and education services                | Teaching mature adults requires a special approach as they differ from other young adults in relation to their sources of motivation, their social and professional circumstances, their reasons for seeking education, and their experience and expectations. From this understanding, educational leaders can make more informed strategic choices about recruitment and retention of this increasingly important student body and ensure that they do not become prisoners of their experience and that life experience does not become an                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mature Students, Context, Strategic choices                                                                                                              | Describes and evaluates the content and scenarios in which 'Vidingen Access Mature Students study HE and how providers can connect the epistemological characteristics of their life experience to the active construction of knowledge in a formal educational setting.                                                                                                                                                                                                          | This chapter helps leaders and managers to consider a number of benchmarking questions listed here which can help them to make good strategic choices in securing an effective teaching and learning environment for 'Vidingen Access Mature Students (VAMS).                                                                                                                                                                                                                                                                                                              | Uses a case study approach. David Kolb's theory of experiential learning and Mazrow's transformation theory                                                                                                                                                                                                                                          | Uses an FE college for the case study                                                                   |                      | 'Would be useful to see how a case study approach has been used. The prior experience that 'VAMS bring to higher education is considered from educational philosophy and learning theory perspectives such as David Kolb's theory of experiential learning and Mazrow's transformation theory.                                                                                                                                                                                                                                    |
| 2 Helen Williams and Nicola Roberts                               | 2022 | Just think it's really awkward: transitioning to higher education and the implications for student                         | Higher Education                                  | New first-year students are vulnerable to dropping out of university because the transition into higher education (HE) is difficult to navigate. However, the subject of criminology was a protective factor because interest in the topic and wanting a degree for betterment, including for future career plans, buffered students against dropping out. They argue that subject-specific interventions may be better in supporting the retention of students and that addressing physical, social and academic awkwardness is key.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Retention - Undergraduate - Criminology - Awkwardness - Transition                                                                                       | explore how students transitioned into HE                                                                                                                                                                                                                                                                                                                                                                                                                                         | Findings show that the transition to a new identity of 'university student' was hampered by feelings of awkwardness, which prevented students from fully integrating into student life.                                                                                                                                                                                                                                                                                                                                                                                    | Using thematic analysis. Analysed focus groups/interview, exit interviews and qualitative survey data with university students during their first year                                                                                                                                                                                               | Criminology undergraduates(not business)                                                                |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3 Abeer Ahmad Sherry                                              | 2021 | THE EFFECT OF STUDENTS-AS-CUSTOMERS CONCEPT ON THE QUALITY OF EDUCATION AT UNIVERSITIES                                    | BAU Journal - Creative Sustainable Development    | In the field of education, particularly in higher education, marketization refers to higher education institutions using marketing practices in their policy and academic service, and mainly by regarding students as customers. However, adopting the concept of students as customers resulted in a misconception of the relationship between universities and students and many reviews perceive it as degrading for the educational standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students-As-Customers Concept, Quality of education, Marketing Metaphor, Marketing Practices, Higher Education, Service Quality, Customer's satisfaction | The aim of this paper is to clarify the issue of whether students should be regarded as customers by explaining the higher education quality standards as perceived by all parties pertaining to the educational path and examines the students' performance and satisfactions at all levels.                                                                                                                                                                                     | Several factors have shifted the perspectives toward the students-as-customers approach. The main causes are the increased competition, decreased government funding, and the increased cost of education.                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                         |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4 Fayga Qureshi, Sarwar Khawaja, Taggaba Zia                      | 2020 | MATURE UNDERGRADUATE STUDENTS' SATISFACTION WITH ONLINE TEACHING DURING THE COVID-19                                       | European Journal of Education Studies             | The online teaching accelerated at an unprecedented pace in the wake of the physical closure of educational institutions in the United Kingdom on 23 March 2020 due to the COVID-19 crisis. A quantitative approach was used to analyse the results. Majority of students 95% were using online teaching for the first time, and they were novice with the online teaching software (Zoom and Microsoft Teams, etc.) They were provided with training for online teaching, especially how to use the software, and they were satisfied with the training.                                                                                                                                                                                                                                                                                                                                                                                                                                           | COVID-19, mature undergraduate students, online teaching, student satisfaction and private higher education institutions                                 | Are students satisfied with online delivery                                                                                                                                                                                                                                                                                                                                                                                                                                       | The final findings from the study indicated that the quick decision of switching to online teaching was right, and the majority of students found online teaching excited. Consequently, the majority of students wanted to continue online teaching after the COVID-19 because it provides ease and convenience, no travelling time & cost, freedom and autonomy.                                                                                                                                                                                                         | This study is based on a survey of mature undergraduate students in private higher education institutes in the South of England and their experience with online teaching during the COVID-19. The questionnaire was sent out to mature undergraduate students studying in three private higher education institutes, and we received 225 responses. | Focused on online delivery only and within a very specific context (Private HE institutes)              |                      | The study also identified challenges students faced during the online teaching such as weak Internet connection, old devices (computer and laptop etc.) low level of digital competency especially among older students, lack of technical support from the institute and stressful transition period. The online teaching training for students could be made more effective, and private higher education institutions could also address challenges such as weak Internet connection and old devices (computer, laptop, etc.). |
| 5 Susana Ambrósio, Maria Helena Araújo e Sá and Ana Raquel Simões | 2019 | A Rolling Stone Gathers No Moss? The Case of Mature Students in Higher Education and Their Plurilingual                    | Education Sciences                                | It addresses the main characteristics of MS; the contexts in which they move throughout their lives, and the situations they contact with languages. The findings reinforce the relevance of considering the MS' plurilingual repertoires and life histories in the development of educational linguistic policies in HE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | plurilingual repertoires; mature students; higher education; language biographies                                                                        | This study diagnoses how the plurilingual repertoires of mature students (MS) in higher education (HE) are constructed throughout their lives.                                                                                                                                                                                                                                                                                                                                    | The results highlight the intrinsic relationship between the MS' life histories and the construction of their plurilingual repertoires.                                                                                                                                                                                                                                                                                                                                                                                                                                    | Data were collected by means of a questionnaire, mostly comprising open-ended questions. The questionnaire was emailed to 485 MS and was filled in by 195 (40.2%).                                                                                                                                                                                   |                                                                                                         |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 6 Alexandros Chrysikos and Stephen Catterall                      | 2020 | Identifying student retention factors of a UK university using the concept of a learning community: a qualitative approach | Higher Education Pedagogies                       | The UK will need a skilled IT work force to maintain its position as a world leader in computing research and development. The concept of a learning community was used to examine its influence on student academic and social integration, the issues students need to overcome and the knowledge they need to acquire to become successful. Furthermore, developing a sense of personal awareness and the need to develop an effective academic skill-set to succeed were identified as critical.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learning communities; student retention; academic integration; social integration; unfolding matrix                                                      | This study investigated the experience of learning communities amongst first year undergraduate computing students at a UK university.                                                                                                                                                                                                                                                                                                                                            | The data analysis results revealed that learning communities critically affect students' academic and social integration. Specifically, the importance of student support and guidance from academic staff was considered, as well as student relationships with other students and academic staff.                                                                                                                                                                                                                                                                        | A qualitative approach was employed using the 'unfolding matrix', which was completed during group interviews.                                                                                                                                                                                                                                       |                                                                                                         |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 7 Jenny Roberts                                                   | 2018 | Professional staff contributions to student retention and success in higher education                                      | Journal of Higher Education Policy and Management | Student attrition remains a persistent problem within the Australian higher education sector. Contributing factors include financial, reputational and quality issues, which can pose significant risks for a university's sustainability. Applying a lifecycle approach to the way in which institutions think about student retention benefits students by providing comprehensive and consistent support. Given that less is known about how professional staff contribute to student academic learning journeys as part of whole of institution responses to It discusses the origins and meaning of these terms student retention and student engagement, their relation to each other, their application and practice, and the issues and critiques that have arisen. The two concepts are seen as alternative ways of seeing and researching the same underlying issue. 'While student engagement is a more recent focus for research, it has now overtaken student retention in importance. | Student retention; student attrition; student life-cycle; higher education; professional staff                                                           | This paper focusses on the contributions that professional staff make within the student life cycle and how they can most readily map their contributions to student retention and success.                                                                                                                                                                                                                                                                                       | Institutional culture is fundamental to decisions student make about withdrawing or remaining in higher education. Therefore, student retention requires a sustained, deeply embedded commitment from all parts of the institution, placing student experience at the forefront of all activities in the student                                                                                                                                                                                                                                                           | Student life cycle                                                                                                                                                                                                                                                                                                                                   | Australian context                                                                                      |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 8 Malcolm Tight                                                   | 2020 | Student retention and engagement in higher education                                                                       | JOURNAL OF FURTHER AND HIGHER EDUCATION           | As the responsibility for the financing of HE has shifted from the state to the student, so the understanding of student retention and engagement has shifted from being the student's responsibility to that of the higher education institution (HEI). It finds students registered on clinical degrees and those studying humanities to be the most satisfied, with those in general engineering and media studies the least. It also finds contentment to be higher among part-time students, and significantly higher among Russell group and post-1992 universities.                                                                                                                                                                                                                                                                                                                                                                                                                          | higher education research; student engagement; student retention; systematic review                                                                      | What is student retention? and what is student engagement? Are they related?                                                                                                                                                                                                                                                                                                                                                                                                      | As the responsibility for the financing of HE has shifted from the state to the student, so the understanding of student retention and engagement has shifted from being the student's responsibility to that of the higher education institution (HEI). It finds students registered on clinical degrees and those studying humanities to be the most satisfied, with those in general engineering and media studies the least. It also finds contentment to be higher among part-time students, and significantly higher among Russell group and post-1992 universities. | This article reports on a systematic review of research into student retention and student engagement in higher education (HE).                                                                                                                                                                                                                      |                                                                                                         |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 9 Adrian R. Bell & Chris Brooks                                   | 2018 | What makes students satisfied? A discussion and analysis of the UK's national student survey                               | Journal of Further and Higher Education           | This paper investigates the sub-areas that drive overall student satisfaction, finding teaching and course organisation to be the most important aspects, with resources and assessment and feedback far less relevant. They then develop a multi-attribute measure of satisfaction which we argue produces a more accurate and more stable reflection of overall student satisfaction than that based on a single question.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | national Student Survey; student satisfaction                                                                                                            | This paper analyses data from the National Students Survey, determining which groups of students expressed the greatest levels of satisfaction.                                                                                                                                                                                                                                                                                                                                   | It finds students registered on clinical degrees and those studying humanities to be the most satisfied, with those in general engineering and media studies the least. It also finds contentment to be higher among part-time students, and significantly higher among Russell group and post-1992 universities.                                                                                                                                                                                                                                                          | Secondary data based on the National Student Survey                                                                                                                                                                                                                                                                                                  |                                                                                                         |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 10 Yi-Lee Wong                                                    | 2021 | An Emotive Operation of Neoliberalism in Higher Education: Seeking a Second Chance in Hong Kong                            | Community College Review                          | The emotional struggles of the respondents suggest that in view of a lack of well-paid prestigious professional or managerial jobs in a deindustrialized capitalist context, educational expansion as a policy—expanding the sector of community college in particular—wrapped up in a neoliberal discourse is not merely giving the youth a false hope but inflicting on them unnecessarily strained emotions. This suggestion urges policy makers to rethink the effectiveness of adopting an educational policy with a neoliberal approach to address an economic issue.                                                                                                                                                                                                                                                                                                                                                                                                                         | emotions, Hong Kong, neoliberalism, second chance, transfer                                                                                              | Educational expansion as a policy is believed to address the issue of the youth's blocked social mobility. But, the argument that the transition to university is emotionally straining in a deindustrialized neoliberal context suggests an emotive aspect of neoliberalism in higher education. This article seeks to offer an illustration of such an emotive operation of neoliberalism through examining the emotional struggles of community-college students in Hong Kong. | Given an emphasis of neoliberalism on individualism and competition, the respondents showed the following negative emotions: perverse feelings of inferiority about the new option, stress about the competitiveness of this pursuit and strategic/calculating in organizing their learning and dealing with their classmates, and anxiety of being seen as inadequate despite their successful transfers                                                                                                                                                                  | This study draws on two qualitative analyses based on data collected from 83 community-college students in Hong Kong pursuing a bachelor's degree through a newly available transfer function of an associate degree.                                                                                                                                | Context of Hong Kong                                                                                    |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 11 Jeremy Oldfield, Judith Rodwell, Laura Curry & Gillian Marks   | 2019 | A face in a sea of faces: exploring university students' reasons for non-attendance to                                     | Journal of Further and Higher Education           | With the prospect of tuition fees spiralling above £9,000 per year, per student, it is important to explore the impact this has upon the student experience. In spite of the vast financial investment current students make towards their education, student attendance and engagement remain low. This research suggests that universities should pay particular attention to the reasons why students do not attend and possibly change practice, providing more support where appropriate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | attendance; university; belonging; lecture; seminar                                                                                                      | Impact of student fees upon student experience, attendance, and engagement.                                                                                                                                                                                                                                                                                                                                                                                                       | Four key themes emerged; these surrounded issues about a sense of belonging to university, views of the teaching (material taught and the personality and method of the tutor), perceptions of being a consumer and external pressures.                                                                                                                                                                                                                                                                                                                                    | The study therefore adopted a qualitative approach using focus groups to explore reasons for non-attendance at university teaching sessions.                                                                                                                                                                                                         | In the past 20 years, the landscape of Higher Education in the United Kingdom has changed considerably. |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| #  | Authors                                                                                                                | Year | Title                                                                                                                                                                          | Source                                                           | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Key words                                                                                                                           | Research question/ topic/problem                                                                                                                                                                                                                                                                                                                              | Contribution(s) / Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Design: theory, key concepts and method                                                                                                                                                                                                                                  | Why relevant/ problematic                                                                                                                                                                                                                                      | References to follow | Notes                                                                                                                                                                                                                                                                                 |
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| 12 | L.C. Wilkinson & M. D. Wilkinson                                                                                       | 2020 | Value for money and the commodification of higher education: front-line narratives                                                                                             | Teaching in Higher Education                                     | Hitherto, research on VFM in HE has been largely quantitative in nature and primarily focussed on student perceptions. This qualitative research study contributes to existing knowledge, by comparing the perceptions of students and university lecturers in the social sciences. Undertaken at a Northern university between 2017 and 2019, The issues explored here lend themselves to a broader based study across different types of Higher Education Institutions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Value for money; teaching excellence; marketisation; consumerism; managerialism                                                     | This paper provides a critical interrogation of government-led reform of higher education (HE) in England. Its focus is marketisation, and in particular, the concepts of 'value for money' (VFM), teaching excellence, and students as educational consumers.                                                                                                | It highlights key concerns around changing student expectations, managerialism and the potential instrumentalization of learning and teaching.                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                |                      |                                                                                                                                                                                                                                                                                       |
| 13 | Dean Heathcote, Simon Savage and Amin Hosseini-Far                                                                     | 2020 | Factors Affecting University Choice Behaviour in the UK Higher Education                                                                                                       | education sciences                                               | Regulations and established practices in academia have focused on a data-rich model of performance information, both to evidence operational capability and to support recruitment, it is considered that this approach has been largely ineffective in addressing student choice behaviour. Historical studies, business, psychology, and technology theories have pointed to the oversimplification that a data-led strategy can result in for mapping human behaviour. In this case, decision processes of students are understood to be nuanced by a vast range of factors with variable relevance for everyone.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | higher education policy; systems thinking; design science research; performance data                                                | The effort of the study is to address how Systems Thinking, related policy development, and associated enabling techniques can be applied to the field to provide both a deeper understanding of the dictates of student behaviour and, by extension, the appropriate tool for data provision, enabling comparative business performance assessment of Higher | The analysis of interview feedback and the development and refinement of the proposed model generate the principle findings of the study. The model outlines the factors that might affect students' choices in the UK Higher Education.                                                                                                                                                                                                                                                                                                                            | This research has followed the Design Science Research (DSR) methodology; the developed model has been successfully evaluated against the understanding of education practitioners in an interview consultation process of the methodology.                              |                                                                                                                                                                                                                                                                |                      |                                                                                                                                                                                                                                                                                       |
| 14 | Camilleri, M.A.                                                                                                        | 2019 | Higher Education Marketing: Opportunities and Challenges in the Digital Era                                                                                                    | Academia                                                         | The higher educational institutions (HEIs), including universities and colleges are increasingly seeking new resources, competences and capabilities to improve their corporate reputation. Moreover, it explains that successful HEIs are capable offering fruitful and collaborative relationships with different stakeholders, including business, industry, as well as with research institutions in order to improve their academic branding. These issues imply that tomorrow's HEIs ought to leverage themselves through effective marketing communications amid intensifying competition.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marketing Communications; Marketing Environment; Higher Education; Internationalization; Universities                               | This paper has relied on a generic approach to critically analyse the marketing environment of HEIs.                                                                                                                                                                                                                                                          | The findings of this research suggest that several HEIs are diversifying their portfolios as they are increasingly recruiting domestic and international students. Hence, this contribution deliberates on traditional and contemporary marketing communications that are being used in different contexts to attract students and prolific faculty                                                                                                                                                                                                                 | A SWOT analysis was used to examine the micro and the macroenvironmental factors that can have an effect on their delivery of student-centred education and on their capacity to produce high-impact and influential research publications.                              | Broder aspects of branding needed to fend off competition.                                                                                                                                                                                                     |                      |                                                                                                                                                                                                                                                                                       |
| 15 | Hiba K. Massoud & Rami M. Ayoubi                                                                                       | 2019 | Do flexible admission systems affect student enrolment? Evidence from UK                                                                                                       | Journal of Marketing for Higher Education                        | To understand the impact of FAS on student enrolment, six statistical tests were conducted. Based on the level of FAS adopted by universities, they identified four groups of UK universities: very low, low, medium, and high levels of FAS. The study results were based only on secondary data collected from HESA, so future studies should be based on other types of data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Admission systems; UK universities; student enrolment; student choice; HESA                                                         | flexible admission systems (FAS) explore its impact on student enrolment rates.                                                                                                                                                                                                                                                                               | No robust evidence exists to support claims that universities which apply a higher level of FAS have higher student enrolment.                                                                                                                                                                                                                                                                                                                                                                                                                                      | They employ quantitative analysis techniques for data collected and customized from the Higher Education Statistics Agency (HESA) in the UK, during the period 2010–2016.                                                                                                | This paper attempts to cover the missing elements of previous literature and its traditional research techniques.                                                                                                                                              |                      |                                                                                                                                                                                                                                                                                       |
| 16 | Chaire Callender & Kevin J. Dougherty                                                                                  | 2018 | Student Choice in Higher Education—Reproducing or Reproducing Social Inequalities?                                                                                             | Social Sciences                                                  | A hallmark of recent higher education policy in developed economies is the move towards quasi-markets involving greater student choice and provider competition, underpinned by cost-sharing policies. Finally, the paper explores how conceptual deficiencies in the student-choice model explain why the idealization of student choice has largely proved illusory. Government officials have narrowly conceptualized students as rational calculators primarily weighing the economic costs and benefits of higher education and the relative quality of institutions and programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | higher education; social inequality; choice; quasi-markets; student financial aid; part-time students; marketization; neoliberalism | This paper examines the idealizations and illusions of student choice and marketization in higher education policy in England, although the overall conclusions have relevance for other countries whose higher education systems are shaped by neoliberal thinking.                                                                                          | the paper tests the predictions advanced by the student-choice rationale—increased and wider access, improved institutional quality, and greater provider responsiveness to the labour market—and finds them largely not met.                                                                                                                                                                                                                                                                                                                                       | It charts the evolution of the student-choice rationale through an analysis of government commissioned reports, white papers, and legislation, focusing on policy rhetoric and the purported benefits of increasing student choice and provider competition.             |                                                                                                                                                                                                                                                                |                      | There is little awareness that student choices are shaped by several other factors as well and that these vary considerably by social background. The paper concludes that students' choices are socially constrained and stratified, reproducing and legitimating social inequality. |
| 17 | Karen Y. A. Morris                                                                                                     |      | Consumerist views of higher education and links to student wellbeing and achievement: an analysis based on the concept of autonomy as depicted in self-determination           | Journal of Further and Higher Education                          | Consumerist views have increased in English higher education. At the same time, the wellbeing of university students is of growing concern. Some research suggests that consumerist views amongst students link to lower wellbeing and achievement. This prompted the current paper which speculates that the concept of autonomy (as depicted in self-determination theory) might provide a useful lens through which to analyse consumerist attitudes in UK higher education and their possible effects on students. Self-determination theory posits that people are fulfilled and have optimal motivation when their basic needs for competence, relatedness and autonomy are met. These three basic needs are complementary. Each could provide a lens for examining the facilitators or barriers to optimal motivation within higher education. Every member of staff within a higher education institution (HEI), whether professional services or academic, holds the potential to contribute towards the student experience through the engagement of students. Indeed, there has been a growth in universities recognising the importance of student engagement as a priority area, with sector regulators endorsing such practices too (Office for Students, 2020). This is manifested through strategies that highlight the key role of student engagement, and numerous staff at HEIs tasked with meeting HE sector regulations in relation to student engagement and enhancing the student experience. Yet, there are virtually no student engagement professional development qualifications available for those working in HE beyond discipline specific or teaching and learning focused programmes. | Self-determination theory; autonomy; wellbeing; students as consumers; higher education; marketisation of higher education          | This paper focuses on autonomy and explores possible links between a consumerist orientation and student wellbeing and achievement in English universities.                                                                                                                                                                                                   | The concept of autonomy offers a useful framework for potential enhancement of student motivation and wellbeing at policy, institutional and programme levels. Further empirical work could usefully explore and refine the hypotheses advanced.                                                                                                                                                                                                                                                                                                                    | Using self-determination theory, autonomy-enhancing ways of framing policy and managing the student experience and teaching and learning are outlined.                                                                                                                   |                                                                                                                                                                                                                                                                |                      |                                                                                                                                                                                                                                                                                       |
| 18 | Maria Mosey, Tom Lowe, Cathy Bovill, Colin Bygson, Mike Heary, Jill LeBihan, Maisha Islam, Paula Green, Jennifer Marie | 2022 | The Postgraduate Certificate & Master's in Student Engagement in Higher Education: A Professional Development Opportunity to Critically Examine and Influence Research, Policy | All Ireland Journal of Teaching and Learning in Higher Education | Research on student engagement, study engagement and academic entitlement has followed separate paths. A cluster analysis indicated that students form two clusters: Part time students, students over the age of 25, students with more than 5 years of work experience and students taking open university courses or studying for a master's degree were more likely to belong to the more engagement-oriented cluster than their comparison groups. Although respondents' student engagement and study engagement scales correlated moderately, only the cognitive engagement dimension of student engagement had a strong correlation with study engagement subscales, indicating that student engagement is a much wider, if somewhat a fuzzy, construct than study engagement. Further analysis showed significant differences between the study and student engagement levels of traditional and non-traditional students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Student engagement policy and practice, gaps in qualification for professional staff                                                | Provide an overview of the blended approach taken to running the first MA and PgCert in Student Engagement in Higher Education programme in the UK, through offering our reflections on the academic programme three years on from its inception.                                                                                                             | The University of Winchester launched the Postgraduate Certificate (PgCert) and Master's (MA) in Student Engagement in Higher Education. This brings together sector experts to look critically at student engagement research, policy and practice. The University of Winchester validated the PgCert in 2018 and the MA was validated in 2019.                                                                                                                                                                                                                    | Case study (University of Winchester)                                                                                                                                                                                                                                    | Considers postgraduate students. Limited to a particular university.                                                                                                                                                                                           |                      |                                                                                                                                                                                                                                                                                       |
| 19 | Johanna Vuori                                                                                                          | 2021 | Engaged or entitled? Study orientations among traditional and non-traditional business students                                                                                | Teaching in Higher Education                                     | Research on student engagement, study engagement and academic entitlement has followed separate paths. A cluster analysis indicated that students form two clusters: Part time students, students over the age of 25, students with more than 5 years of work experience and students taking open university courses or studying for a master's degree were more likely to belong to the more engagement-oriented cluster than their comparison groups. Although respondents' student engagement and study engagement scales correlated moderately, only the cognitive engagement dimension of student engagement had a strong correlation with study engagement subscales, indicating that student engagement is a much wider, if somewhat a fuzzy, construct than study engagement. Further analysis showed significant differences between the study and student engagement levels of traditional and non-traditional students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Student engagement; academic entitlement; study engagement; business students; non-traditional students                             | This research examined how the concepts of engagement and entitlement relate to each other among traditional and non-traditional Finnish business students (N = 476).                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                |                      |                                                                                                                                                                                                                                                                                       |
| 20 | Sara Calvo, Luciano Celini, Andrés Morales, José Manuel Guaita Martínez and Pedro Núñez-Cacho Utrilla                  | 2020 | Academic Literacy and Student Diversity: Evaluating a Curriculum-Integrated Inclusive Practice Intervention in the United Kingdom                                              | sustainability                                                   | The sustainability of universities is based, among other aspects, on their ability to adapt to changes and the needs of students, an increasingly diverse population. In this sense, Academic literacy provision at universities tends to be centralized and to offer language support for general academic literacy purposes rather than language development that responds in a more nuanced way to the particular literacy needs of students' disciplines. Yet, in recent years, several studies have supported the integration of academic literacy into subject teaching outlining the principles of an inclusive model of academic literacy instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | academic literacy; curriculum-integrated design; inclusive practice intervention; student diversity                                 | This paper draws on a theoretical framework developed by Vignate to evaluate a curriculum-integrated inclusive practice intervention in the United Kingdom with students from a first-year credit-bearing module at Middlesex University Business School.                                                                                                     | The findings suggest that, on the whole, this intervention was perceived by both the module teaching team and students as positive, welcoming and often crucial for supporting undergraduate students into the disciplinary discourse of their subject of study. Yet, recommendations were made with respect to developing better guidelines for subject lecturers on how to deliver the integrated academic literacy as well as the importance of the participation of students, student learning assistants and graduate teaching assistants in the design of the | The study used a mixed methods approach that includes a literature review, secondary data, feedback questionnaire and a focus group to evaluate our teaching method and reflect on the collaboration of the team members to develop this inclusive pedagogical approach. | This study contributes to the literature on inclusive practice intervention and pedagogical approaches to integrating academic literacy into subject teaching for a diverse student population, contributing to the social sustainability of the universities. |                      |                                                                                                                                                                                                                                                                                       |

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| Debby                                     | Supporting the retention of non-traditional students              |                                       | Student drop-out in higher education is an increasing, important issue across Europe, but there are substantial disparities between countries and institutions which suggest that variations in policy and practice may influence student retention.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Higher education                                                                                                                                    | This paper discusses the concept of resilience and drawing on our experiences of Research with non-traditional students on                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                     |                                                                                                                                                                                                                    |
| RE Colton, Tricia Nash, and Pauline Kelly | traditional education                                             | European Educational Research Journal | retention and success. Numerous schemes have been devised to increase student retention, frequently focusing on non-traditional groups. Retention efforts include scholarships and bursaries, enhanced monitoring and support measures, and specialist teams of staff or peer mentors. Theoretical understanding of the withdrawal of non-traditional students typically calls for social and cultural capital concepts (Bourdieu, 1986). This has may have led to a rather deterministic approach to student success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | of education, retention, participation, non-traditional students, resilience                                                                        | using a resilience framework for analysis of risk and protective factors in these two projects - considering how it might be of use in supporting student retention in the wider European context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | two distinct but related projects at a UK university led them to consider the concept of resilience in helping to understand student retention and success.                                                                                                                                                                                                                                                                                                                                      | Looks at student retention from a European perspective.                                             |                                                                                                                                                                                                                    |
| 22 Moogan, Yvonne                         | Can a higher education institution's strategy match?              | Journal of Educational Management     | The research was designed to establish the key marketing communication activities that contribute to the student decision-making process. The respondents were asked to consider each phase of the decision-making process and rank the information sources that had the most impact upon them. Hence a critical incident approach was employed. HEIs can do more for potential HE students by trying to offer the most relevant information that will satisfy each of their information needs. It is beneficial for all parties concerned that potential students are better informed and prepared to make those decisions. This is especially true as potential students are frequently young and living at home, planning to consume this "good experience" over a relatively long period of time, and the financial risks with opportunity costs involved are substantial. By addressing potential students' concerns and offering more "tailor-made" communication strategies to suit them, HEIs can easily segment the market place and then position themselves within the competitive environment. | Student decision-making variables; Marketing strategies; Information sources; Impact of technology; Communications channels; Universities; Students | Issues such as managing brand image, assessing advertising medium effectiveness and collecting market intelligence are common practice for higher education institutions (HEIs). Consequently, understanding the information needs of potential students to the HEI when they make their decisions is paramount. The aim of this survey is to analyse the decision-making criteria of new undergraduates enrolling at a UK HEI on their first day in terms of marketing activities employed throughout the decision-making period during their last 12 months. Focusing in particular on the effectiveness of the dissemination of information with the influence on their decisions of whether or not to keep this HEI in their preferred set and | The results show that the respondents did receive adequate information, with details of the programme of study being most important, but they would have preferred greater use of electronic sources and especially from current undergraduates on a regular basis. If the HE senior management knows the impact in terms of the timing and content of marketing activities on potential HE students, there is a better chance of matching the information sources to the needs of the students. | university staff (the School Manager)                                                               | Asurvey of 315 students enrolling on their first day in the traditional university was achieved from a sampling frame of 469. In order to supplement the literature, four semi structured in-depth interviews with |
| Melissa                                   | Enhancing                                                         |                                       | Enhancing the Student experience is now recognised by tertiary institutions as a valuable leadership undertaking. Universities are committed to providing the broadest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | In this paper they report of focus group                                                                                                                                                                                                                                                                                                                                                                                                                                                         | In late 2007, the student population at a                                                           |                                                                                                                                                                                                                    |
| 23 P. Robinson                            | aspects of the student experience                                 | Journal of Higher Education Policy    | possible range of student services and activities, to continue to attract and retain a capable, diverse student cohort and to build on the University's commitment to equity, access and participation. Facilitating engagement and collaboration of services and their provision can enable equity across all student population, ultimately increasing retention and satisfaction of students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | experience; higher education services; student                                                                                                      | Togaugestudent views about student services and a proposal to establish a student 'onestopshop'.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | discussion of the examined and explored the ways in which services could be centralised for students through a one-stop student hub                                                                                                                                                                                                                                                                                                                                                              | Large Australian university, as conducted by means of an electronic questionnaire                   | Australian Context                                                                                                                                                                                                 |
| 24 Bruce                                  | The Surveillance of Learning: A Critical Analysis                 | Higher Education                      | Universities have recently strengthened their class attendance policies along with associated practices that intensify the surveillance of learning as a series of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Attendance policy, accountability,                                                                                                                  | Drawing on university policy statements, the paper identifies implicit arguments underpinning attendance requirements for students in higher education. These include demonstrating the accountability of publicly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Inactivity is argued that attendance policies promote presenteeism as part of the discourse of learnerism. Such rules further infantilise students rather than developing                                                                                                                                                                                                                                                                                                                        | Thematic analysis of secondary                                                                      | Based largely on compliance with                                                                                                                                                                                   |
| Macfarlane                                | of University Attendance Policies                                 | Quarterly                             | administrative and pedagogic strategies that monitor the extent to which students conform with behavioural expectations associated with learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | compliance, learning, community,                                                                                                                    | funded higher education, a concern for the pastoral and academic welfare of students and their appropriate preparation for expectations associated with work and professional practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | their capacity to make informed choices as adults thereby failing to respect their academic freedom.                                                                                                                                                                                                                                                                                                                                                                                             | publications                                                                                        | regulations.                                                                                                                                                                                                       |
| J. Jiro, Livio, J. cinb                   | An Empirical Investigation into the Construct of Higher Education | International                         | and tested across a broad spectrum of service industries. Now this finding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | higher education,                                                                                                                                   | educational service quality measurement and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | perceptions and expectations has been                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Study performed on a sample of                                                                      |                                                                                                                                                                                                                    |
| 25 T. Borodich, Petrovich                 | Investigation into the Construct of Higher Education              | Research in Management and            | Significant resemblance with the original five-dimensional structure of the construct of higher research findings indicate six-dimensional structure of the construct of higher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Service quality measurement,                                                                                                                        | Service quality measurement, and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | discovered concerning the potential for future career development, whereas research findings indicate the same dimension to be                                                                                                                                                                                                                                                                                                                                                                   | Engineering Management students reveals perceptions falling short of expectations across all of the | Use of the SERVQUAL Model                                                                                                                                                                                          |
| Dejan Riznic, Tamara Ranc                 | Service Quality                                                   | Marketing                             | education service quality. In an attempt to inspire further interests in this field, managerial implications and directions for future research have been discussed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SERVQUAL                                                                                                                                            | sound measurement instruments, suitable to the context being investigated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | the most important predictor of students' future behavioural intentions                                                                                                                                                                                                                                                                                                                                                                                                                          | determinants of service quality.                                                                    |                                                                                                                                                                                                                    |
| Jani Hemsley, Brown, Lzhar                | Market orientation                                                | Marketing                             | The meeting of student needs and the student centre of the professional and institutional mission, as well as a government driver, initially imposed on universities through the introduction of a market. In addition, the respondents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Market orientation,                                                                                                                                 | between England and Israel, in terms of perceptions of market orientation (MO) in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Overall, academics in both countries                                                                                                                                                                                                                                                                                                                                                                                                                                                             | The study was restricted                                                                            |                                                                                                                                                                                                                    |
| 26 Opatka                                 | higher education                                                  | Management                            | underpins the development and implementation of successful organisation-environment relationships, the current paper is a first attempt to trace the contextual determinants of this orientation by comparing their frequency and elements in two different HE systems. The dynamic changes in tertiary education that were observed in Poland for the last 20 years transformed the Polish educational market and led to the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | marketing, England,                                                                                                                                 | indicate more positive attitudes and, hence, the differences are significant, and the reliability of their instrument for a larger sample of respondents internationally.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | and cares for students' well-being, teaching and learning.                                                                                                                                                                                                                                                                                                                                                                                                                                       | six-point scale, categorised using three: personal, small, and                                      |                                                                                                                                                                                                                    |
| 27 Bogdan Sojkin, Bankowiak               | higher education                                                  | Higher education                      | immense expansion of educational institutions. The rapid increase in the number of students that continued until 2006 is no longer over and Polish universities have begun to compete for their share of the domestic market                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Higher education Determinants of university choice                                                                                                  | The purpose of this article was to examine the theoretical factors behind the choices that Polish students make while pursuing their                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | survey study among 1,420 business major students helped them identify the factors behind three phases of the                                                                                                                                                                                                                                                                                                                                                                                     | Set in a Polish context                                                                             |                                                                                                                                                                                                                    |

|    |                           |                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                          |                                                                                                                                                                                                                                                                                       |                                                                                                                                              |                                |                                                                                                                                                                                                                                                                                                                                                                      |
|----|---------------------------|----------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 28 | Agnieszka Skuza           | satisfaction: the case of Poland                   |                                 | along with the pessimistic forecasts for Poland [...] demographic change is a result in the growing demand for the knowledge on determinants of student educational choices and satisfaction. Although the amount of studies in this field is growing, Poland is still substantially underrepresented in the                                                                                  | Students' satisfaction with tertiary education.                                                                                                          | ach stage of the                                                                                                                                                                                                                                                                      | decision making process; pursuing higher education; information along with final choice of university; and satisfaction from chosen studies. |                                |                                                                                                                                                                                                                                                                                                                                                                      |
|    |                           | Expensive and filling? The role of                 |                                 | English universities currently spend [355] me a year on bursaries to student groups who are under-represented in higher education. However, there is little                                                                                                                                                                                                                                   | bursaries funding wide of on... of the policy tool... the Act                                                                                            | It concludes that this is a fatal flaw in                                                                                                                                                                                                                                             |                                                                                                                                              |                                |                                                                                                                                                                                                                                                                                                                                                                      |
|    | Neill H. Mison & Sue Hatt | student bursaries widening participation and       | Studies in Higher Education     | evidence to suggest that this investment has had any meaningful impact on patterns of student demand. It reviews evidence suggesting that students targeted for bursaries are unresponsive to financial inducements, and place a                                                                                                                                                              | enacted and implemented: an effectively mandatory... bursaries as a policy tool, contributing to slow progression of the widening participation and fair | Reviews published secondary information.                                                                                                                                                                                                                                              | Considers widening participation policies as a whole                                                                                         |                                |                                                                                                                                                                                                                                                                                                                                                                      |
|    |                           | fair access in England                             |                                 | high priority on provision that is local and socially comfortable.                                                                                                                                                                                                                                                                                                                            | higher education among students from lower socio-economic groups and ensure fair access to the highest status universities.                              | accessage as                                                                                                                                                                                                                                                                          |                                                                                                                                              |                                | Typically, for most of the post-war period, the traditional university student [...] as a recent graduate from high school with good grades had enrolled full-time. Most importantly, such                                                                                                                                                                           |
|    |                           | Gobbold, dream living: The challenges              |                                 | The article looks at challenges faced from the perspective of non-traditional students at a regional campus in Victoria. These students include many from disadvantaged backgrounds and those who do not                                                                                                                                                                                      | less experienced students in the stretched academy [...] are increasingly enrolling in university courses in Australia                                   | The article concludes with the suggestion that [...] in the [...] if they are not accompanied by                                                                                                                                                                                      |                                                                                                                                              | Australian context             | Students came predominantly from high socio-economic backgrounds that equipped them with the kind of cultural capital that                                                                                                                                                                                                                                           |
|    | 2011                      | confronting non-traditional students at university | Australian Journal of Education | conform to the conventional idea of the Australian university student. Many of these latter students are ostensibly full-time but in reality spend more time in paid part-time jobs than they do on campus. Such students are compensated to support their living costs in part-time employment, which in itself affects their commitment to study and consequently their academic prospects. | participation, challenges,                                                                                                                               | and elsewhere. These 'student-workers' are the main focus of this article because it is the dual role of the undergraduate as worker and scholar that is of concern to university personnel especially in the context of the widening participation agenda of the federal government. | financial incentives and a more inclusive curriculum that acknowledges the study-work challenges facing non-traditional university students. | Case study (Monash University) | provides a head start in the academic environment. By contrast, non-traditional university students of the last two decades or so [...] much more diverse cohort consisting of large numbers of full-time, part-time, older, mature-age students studying mainly on a part-time basis by distance education, and increasing numbers of domestic students who only in |

| #  | Author/s                                                  | Year | Title                                                                                                                                               | Source                                          | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key words                                                                                                                           | Research question/ topic/problem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Contribution(s) / Findings                                                                                                                                                                                                                                                                                                                                                                                                                        | Design, theory, key concepts and method                                                                                                                                                                                                                                                                                                                                                                                                                     | Why relevant/ problematic                       | References to follow | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 30 | Tony Woodall, Alex Hiller & Sheilaugh Resnick             | 2014 | Making sense of higher education: students as consumers and the value of the university experience                                                  | Studies in Higher Education                     | In the global university sector competitive funding models are progressively becoming the norm, and institutions/courses are frequently now subject to the same kind of consumerist pressures typical of a highly marketised environment. In the United Kingdom, for example, students are increasingly demonstrating customer-like behaviour and are now demanding even more 'value' from institutions. Value, though, is a slippery concept, and has proven problematic both in terms of its conceptualisation and measurement.                                                                                                                                                                                                                                                        | marketing; higher education; student value; student as consumer; sense making                                                       | This article explores the relationship between student value and higher education, and, via study in one United Kingdom business school, suggest show this might be better understood and operationalised.                                                                                                                                                                                                                                                                                                                                                                      | This article also looks to identify which of the key value drivers has most practical meaning and, coincidentally, identifies a value-related difference between home and international students.                                                                                                                                                                                                                                                 | Adopting a combined qualitative/quantitative approach                                                                                                                                                                                                                                                                                                                                                                                                       | Useful from a student as a customer perspective |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 31 | Eva Nedbalová, Luke Greenacre & John Schultz              | 2014 | Education viewed through the marketization and marketing lenses                                                                                     | Journal of Marketing for Higher Education       | Four Economic Market mechanisms—autonomy, competition, price and information—are contrasted with the four Ps of marketing: product, price, place and promotion. Knowing how one discipline relates to another is crucial for those who strive to understand the context of HE.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4P Marketing Mix; Economic Market theory; Economic Market mechanisms; UK higher education                                           | This paper uses the Economic Market mechanisms and the 4P Marketing Mix as lenses to review the context of UK higher education (HE) and to explore the relationship between the market and marketing disciplines. The effort of the study is to address how Systems Thinking, related policy development, and associated enabling techniques can be applied to the field to provide both a deeper understanding of the dictates of student behaviour and, by extension, the appropriate foci for data provision, enabling comparative business performance assessment of Higher | This paper demonstrates how market forces influence HE institutions and, in contrast, how HE institutions shape the environment via marketing practice.                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                 |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 32 | Dean Heathcote, Simon Savage and Amin Hosseini-Far        | 2020 | Factors Affecting University Choice Behaviour in the UK Higher Education                                                                            | Education Sciences                              | Although regulations and established practices in academia have focused on a data-rich model of performance information, both to evidence operational capability and to support recruitment, it is considered that this approach has been largely ineffective in addressing student choice behaviour. Historical studies, business, psychology, and technology theories have pointed to the over simplification that a data-led strategy can result in for mapping human behaviour. In this case, decision processes of students are understood to be nuanced by a vast range of factors with variable relevance for everyone.                                                                                                                                                           | higher education policy; systems thinking; design science research; performance data                                                | The effort of the study is to address how Systems Thinking, related policy development, and associated enabling techniques can be applied to the field to provide both a deeper understanding of the dictates of student behaviour and, by extension, the appropriate foci for data provision, enabling comparative business performance assessment of Higher                                                                                                                                                                                                                   | The analysis of interview feedback and the development and refinement of the proposed model generate the principle findings of the study. The model outlines the factors that might affect students' choices in the UK Higher Education.                                                                                                                                                                                                          | This research has followed the Design Science Research (DSR) methodology; the developed model has been successfully evaluated against the understanding of education practitioners in an interview consultation process of the methodology.                                                                                                                                                                                                                 | Developed a model explaining student choice     |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 33 | Parves Sultan, Ho Yin Wong                                | 2012 | Service quality in a higher education context: an integrated model                                                                                  | Asia Pacific Journal of Marketing and Logistics | The consequences of service quality are composed of trust, satisfaction, and image. The model provides a good explanation of a university brand image, and perceived service quality was found playing an important role in this model. Universities intending to enhance their image are encouraged to consider focusing their efforts on marketing communication information, service quality, student satisfaction and trust.                                                                                                                                                                                                                                                                                                                                                         | Service quality, Past experience, Communication, Image, Satisfaction, Trust, Higher education, Brands, Customer services quality    | The aim of this study is to develop and empirically test an integrated model incorporating the antecedents and consequences of service quality in a higher education context.                                                                                                                                                                                                                                                                                                                                                                                                   | The findings show that information (marketing communications) is more statistically significant than past experience as the antecedents of service quality. Overall, the results suggest a good validity of the theoretical model and the key paths in the model are found statistically significant, except past experience affecting service quality.                                                                                           | This research employed both qualitative and quantitative research methods. The data from three focus groups, conducted at the Central Queensland University (CQU), Rockhampton, Australia, generated key themes and their interrelationships. The theoretical model was then tested using structural equation modelling technique on a sample of 528                                                                                                        | Australian context                              |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 34 | Nicoline Frølich, Erica Waagene and Per Olaf Aamodt       | 2011 | Old Players—New Rules: Higher education institutions' response to educational demand                                                                | Tertiary Education and Management               | The case will be of significant interest to policy-makers, stakeholders and academics alike, not least because our empirical analysis indicates that competition for students is relatively stable and not particularly aggressive across groups of higher education institutions (HEIs) and over time. Despite this fact, a few HEIs have improved their share of applications, while others have fallen behind in the competition for students.                                                                                                                                                                                                                                                                                                                                        | funding—state higher education; higher education policy; higher education development; marketing; student recruitment and selection | To what extent do the HEIs adapt their educational profiles to match changes in educational demand? What characterises the HEIs' response to changes in demand?                                                                                                                                                                                                                                                                                                                                                                                                                 | Performance indicators and performance-based funding are becoming integral components of higher education (HE) policy around the globe. The article explore some of the implications of this type of policy on Norwegian HE.                                                                                                                                                                                                                      | The paper is based on a unique data set drawn from the Norwegian Universities and Colleges Admission Service during the period 2003–2009.                                                                                                                                                                                                                                                                                                                   |                                                 |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 35 | Dean, Aitab, Gibbs, Paul                                  | 2015 | Student satisfaction or happiness? A preliminary rethink of what is important in the student experience                                             | Quality Assurance in Education                  | There is influential, but not uncontested (Tsinidou et al., 2010), literature concerning higher education institutes as education service providers, functioning like any other business (DeShields, 2005). Eagle and Brennan (2007, p. 4) argue that academic staff as service providers are thus vital to process delivery. Using a service model and traditional corporate quality frameworks, there is a temptation to measure how a service ethos serves recipients and co-producers – students, donor, industry and sponsors – negating education's transformative and uncertain nature, rather than taking the externality of process delivery as a guide.                                                                                                                        | Students, Happiness, Higher education, Educational administration, Quality, Satisfaction                                            | This paper aims to investigate the purpose of the complex open system of higher education and to explore this transformative experience as personal flourishing, where students come to terms with a way of being, matching their potentiality with their agency and leading to profound happiness.                                                                                                                                                                                                                                                                             | The results show a distinct notion of happiness which has specific attributes from those that deliver satisfaction. The literature on student experience and more importantly, its reporting conflate happiness and satisfaction. This research shows that they are different, and offers a new way of looking at the student experience data.                                                                                                    | The research is based on a questionnaire designed and administered to two cohorts of students in different universities in the UK. It presents the outcomes as indicative results and draws preliminary conclusions on how the student experience might be engaged with to increase happiness as well as                                                                                                                                                    |                                                 |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 36 | Walid El Ansari                                           | 2011 | Factors associated with students' satisfaction with their educational experiences, and their module grades: Survey findings from the United Kingdom | Educational Research                            | The sample reported satisfaction levels in agreement with other studies. For most variables, increase in a group's overall satisfaction was associated with increase in their academic achievement on the module and vice versa, although the differences in grades were sometimes not significant. The nature of the module, study mode and academic level were significant predictors of student satisfaction. Some student groups reported low satisfaction that might require consideration. These were younger males, with disability, of non-white ethnicity, with 'A' level entry qualifications, level 3 fulltime students aiming at BSc degrees and attending pre-registration modules.                                                                                         | Health professions education, satisfaction indicators, student parameters, evaluation, learning and teaching.                       | This study explored the factors associated with student satisfaction with their health/social care educational encounter. It examined quantitatively three different student satisfaction indicators: extent, index, and overall satisfaction.                                                                                                                                                                                                                                                                                                                                  | It is concluded that course organisation and support systems will need to attune to the needs of diverse student groups.                                                                                                                                                                                                                                                                                                                          | An 18-item questionnaire was employed at a British University to examine the factors associated with students' satisfaction with educational experiences, and their achievement in their modules. Student satisfaction and achievement were analysed in relation to nine demographic and educational variables: gender, disability, ethnicity, age bracket, academic level, mode of study, qualification aim, entry qualification and nature of module. The |                                                 |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 37 | John Brennan                                              | 2021 | FLEXIBLE LEARNING PATHWAYS IN BRITISH HIGHER EDUCATION: A DECENTRALIZED AND MARKET-BASED SYSTEM                                                     | Quality Assurance Agency for Higher Education   | The diversity of the UK higher education system provides potential students with a lot of choice about what, where, when, and how to study. And the diversity of the student population requires diversity in what is offered. But achieving a good match between the two diversities remains a big challenge. Recommendations from the study include: more attention to be given to the certification of learning from different sources; providing financial support for students of all ages; greater collaboration between institutions; within and beyond the higher education sector; better support for lifelong learning and part-time learning, in particular; and addressing social equity issues across the UK's diversified higher education system.                         |                                                                                                                                     | Evaluates the flexible learning pathway in British higher education system taking into consideration the market developments.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | This project found a lot of innovative developments taking place in several universities – blended learning combining face-to-face learning with online learning, full-time and part-time learning, cross-disciplinary learning, work-based learning, and international experiences – but movements across institutional boundaries appear to be limited for UK flexible learning pathways, and this can limit the options available to students. | UNESCO project based largely on secondary data and publications.                                                                                                                                                                                                                                                                                                                                                                                            | Discusses innovative practices                  |                      | A major conclusion is that the UK's higher education system provides students and potential students with a lot of flexible learning pathways but that many potential pathways are blocked by regulatory controls and insufficient collaboration between higher education providers. And there are differences between the four nations. Furthermore, students need to have more 12 information about the learning pathways and destinations available to them if they are to make informed choices about their lifetime |
| 38 | Abdul Ghaffar Mastoi, Lu Xin-Hai, and Vimonsiri Saengkrod | 2019 | Higher Education Service Quality based on Students' Satisfaction in People's Republic of China                                                      | Journal of Education and Practice               | The quality of education is an important factor that is considered for attracting and retaining the students as it is a substantial investment made by their parents. Most of the recent studies of service quality in education are focusing on higher education as more universities and colleges clamour and compete for gaining some ranking and accreditation in their programs and institution. Hence, in the quest for internationalization of quality in education, assurance of service quality becomes the dire need and eventually taking centre stage. Service quality enhances a university's image. Hence, delivering quality service has become an important goal for most higher education institutions (HEIs) and for distinguishing it among other common competitors. | Student Satisfaction, Service Quality, Higher Education, P. R. China                                                                | This is a case study of China for evaluating the service quality of higher education institutions based on students' satisfaction.                                                                                                                                                                                                                                                                                                                                                                                                                                              | This study has revealed some significant findings and showed that there is a positive relationship between most of the determinants of higher education quality and students' satisfaction.                                                                                                                                                                                                                                                       | This study is based on data collected from 500 questionnaires and analysed through SPSS. By using multiple linear regression analysis, it showed us which factor is playing how much role in the prediction of students' satisfaction.                                                                                                                                                                                                                      | Chinese context                                 |                      | As student's satisfaction has been positively associated with their performance in university as well as later in their workplaces therefore it is detrimental that this aspect of university student's dependence on the service quality provided by higher education institutions can be ignored as it eventually affects the productivity of the workforce of a society and eventually economy of a nation.                                                                                                           |

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|                                    |      | AnevaluaUnof                             |                    | Grades are frequent, used by academics as a measure of academic success. The literature has largely neglected to ascertain how students define this                                         |                                     |                                                                                                                                        |                                            | Three themes emerged to summarise students' perception of the factors that                                | This qualitative study of three focus groups with 18 undergraduate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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|                                    |      | the factors that                         |                    |                                                                                                                                                                                             |                                     |                                                                                                                                        |                                            | influence 3C-3demic success. The first theme,                                                             | psychology stud?nts. attr?nding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| Siobhan Lynam.                     |      | influence                                | Education.al       | education institutions is to incorporate these student-defined attributes into                                                                                                              | Academic success; ent:              | This Study -lmed to glo...e...ice to hol'                                                                                              | Student -lgency, included two -Subtheme:5: | London univer:5ity. Experienc?i                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | B.asi?dolps psychology        |
| 39 Moira Cachia and Rosemary Stock | 2022 | academic success as                      | Review             |                                                                                                                                                                                             |                                     |                                                                                                                                        |                                            | setting goals and self-r?gulation. The second                                                             | inducti?e thematic .analysis (TA) was                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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|                                    |      |                                          |                    |                                                                                                                                                                                             |                                     |                                                                                                                                        |                                            | theme 1 was aptitude, with two sl.D themes: self-ev.aluation and moti...ation. The final                  | used to analyse the data. Students d?fined .academic SUCCESS as a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | stud?nts                      |
|                                    |      | defined by engaged students              |                    | especially for non-tr. aditional students. Researchers also need to develop instruments to measure holistic academic success outcomes to assess if students are reaching these object...es. |                                     |                                                                                                                                        |                                            | theme 1 was the type of support which included the sub-themes institutional support and external support. | combination of outcomes including grades and more ho stic outcomes of personal d?r./E?lopment and                                                                                                                                                                                                                                                                                                                                                                                                                                             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|                                    |      | Traditional practice for non-traditional | Journal of Further | The current -lgend-1 for widening p-rticip-ition (WP) promot?s equ-1-1-cc?r?ss to higher education (HE), et it also implicitly requires institutions to d?v?E?op                            | retention.ped-igogy:                | The objective of thi-5. article 1-5 predominantly r?fl?ct?r d?nth?1-1tergo-11-1nd consid?r student retention, r.ather, an recruitment. |                                            | The present project should ha',e /e leader appeal                                                         | : : : : : fn i-1-1 al                                                                                                                                                                                                                                                                                                                                                                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| 40 Ste...en Robert                 | 2011 | ti :the role .and Higher Education       |                    | support strategies to ensure a succ?r?ssful learning e-perience and good retention for different groups of students. Consideration is then paid to the                                      | non-tradition.al students; drop-out | Specific.ally, it focuses on whE?ther non-traditional students' e-pE?ri?nces of t?aching                                               |                                            | : : \ srt= :r d: t: l i w th                                                                              | : Specific-ally on their experience of le-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1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| 47 | Charles H. B. langer&               | traditional-aged                                                                  | Journ. of MarkE'tingfor                   | student's perception of the university created through branding and                                                                                                                                                                                                                                                                  | institutional support for non-traditional students                                        | retention factors and (2) examine the factors                                                                        | environmental factors key to institutional commitment among non-traditional                                                                                                                                           | Qualitative analysis based on questionnaire                                                                                                                                                                                                                                         |                                                         |
|    | Valerie M. Leonard                  | students: a potential brand measurement?                                          | Higher Education                          | marketing of the institution and the university's commitment to non-traditional students                                                                                                                                                                                                                                             | university branding: retention; persistence                                               | influence on institutional commitment to this commitment to the university can significantly impact                  | (22-55 years old) students where this university and organizational support factors contribute more to traditional (17-21 years of age) students' campus integration.                                                 |                                                                                                                                                                                                                                                                                     |                                                         |
|    |                                     | How students                                                                      |                                           | The article is based on the results of research carried out under the RANLHE                                                                                                                                                                                                                                                         |                                                                                           |                                                                                                                      |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                     |                                                         |
| 48 | Ewa Klucznik & Adrianna Niemińska   | Study of practices in higher education                                            | Adults                                    | practices in higher education and the university's commitment to non-traditional students                                                                                                                                                                                                                                            | practices in higher education and the university's commitment to non-traditional students | the project aimed to explore and understand the access and retention related experiences of non-traditional students | In this article, the primary focus is on the factors that influence retention and dropout rates in higher education.                                                                                                  | Applying a biographical research approach                                                                                                                                                                                                                                           | Quantitative research method                            |
|    |                                     | Did they stay or did they leave? A study of student retention in higher education | Higher Education                          | University of Edinburgh: a study of higher education institutions and policy makers as it has an economic cost and reflects on the efficiency of an institution and the student's experience viewed as a failure. Two in-depth                                                                                                       | non-traditional adult students' identities                                                | This article examines the retention and withdrawal rates of non-traditional students                                 | This article challenges the traditional view and argues that non-completion is not always a negative outcome for many students who do not complete their studies.                                                     | It draws on UK biographical data from a                                                                                                                                                                                                                                             | Polish context                                          |
| 49 | Barbara Merrill                     | blended digital                                                                   | Education                                 | biographical case studies are outlined: one student who completed and one who left. Both employed their agency and determination in ways which were positive to them but different.                                                                                                                                                  | biographical: structure/agency; determination                                             | higher education from the perspective of non-traditional adult students.                                             | left in this study talked about their benefits and challenges in terms of learning, identity, and the development of the self.                                                                                        | European study on student retention and withdrawal.                                                                                                                                                                                                                                 |                                                         |
|    | Kimberly S. Joffe and Julia Stinton | distance learning for non-traditional students                                    | British Journal of Education              | additionally, the study found that when going online, finding support for digital study, navigating virtual learning environments and knowing what is relevant, variable or not to technology in the workplace, making connections between workplace technologies and ICT for study, and storing and organizing digital information. | environmental factors                                                                     | institutional awareness and provision for widening participation.                                                    | changes to facilitate experiences of digital distance education and by these means to improve student retention, progression and completion                                                                           | Focus on online delivery, recorded by them during module study.                                                                                                                                                                                                                     |                                                         |
|    |                                     | Swallow our pride and let the world see                                           |                                           | With more graduates, degree outcomes have a renewed significance for higher education                                                                                                                                                                                                                                                |                                                                                           |                                                                                                                      | Drawing on in-depth interviews with 30 final-year students who are on course to achieve a first-class honours degree, the study explores the experiences of high-achieving non-traditional (HANT) university students | They argue that early success is a crucial factor in determining their future success.                                                                                                                                                                                              |                                                         |
| 50 | Billy Wong & Yuan-Li Tiffany Chiu   | traditional university students                                                   | British Journal of Sociology of Education | achieving students to stand out in a graduate crowd. In the United Kingdom, over a quarter of undergraduates now leave university with the highest grade, a first-class honours degree. This article explores the experiences of high-achieving non-traditional (HANT) university students                                           | achievement                                                                               | This article explores the experiences of high-achieving non-traditional (HANT) university students                   | first-class degree from working-class, minority ethnic and/or mature backgrounds, they examine their pathways to academic success through identity work and negotiation.                                              | achievement in higher education, while self-esteem, pride or fear of failure are not students' main concerns in terms of their available resources and opportunities. Implications for practice and policy are discussed, including the need for advice from HANT students to their | Looks at the importance of early success for retention. |

| Author/s                                                                            | Year | Title                                                                                                                                | Source                                        | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key words                                                                                                                                       | Research question/topic/problem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Contribution(s) / Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Design, theory, key concepts and method                                                                                                                                                                                                                                                                                                                                                           | Why relevant/ problematic                                                                                                            | References to follow                                                                                                                                                                                                                          | Notes |
|-------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 51 Roger Bennett and Suzanne Kane, London Metropolitan University                   | 2010 | Factors associated with high first year undergraduate retention rates in business departments with non-traditional                   | International Journal of Management Education | Although many post-1932 English universities take large numbers of students from low socio-economic status categories, the first year retention rates of these institutions vary enormously. The application of performance management techniques and performance related pay; the degree of centralisation of student support services; internal communications; and, whether a university's culture encouraged faculty members to believe, as a matter of course, that they should provide students with a high quality educational experience.                                                                                        | student retention; business; management; quality management; post-1932 universities                                                             | This study examined and compared the educational management practices and approaches to first year retention of a group of universities that exhibited the country's highest rates of first year retention among business students with a group of universities with the country's lowest rates of first year business student retention.                                                                                                                                                                                                      | Differences between the two sets of institutions were observed in their organisational arrangements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Interviews were conducted with heads of department or subject group leaders in each of the 12 universities.                                                                                                                                                                                                                                                                                       | Evaluates performance among 2 groups of universities.                                                                                |                                                                                                                                                                                                                                               |       |
| 52 W. J. Casstevens & Cheryl Waites & Nehal Outlaw                                  | 2012 | Retention: Exploring Perceptions of Support in a Social Work                                                                         | Social Work Education                         | The goal of the group intervention was to enhance perceptions of social support, as measured by a standardized instrument administered pre and post the group intervention. Data analysis showed no significant differences in pre-post changes in perceptions of social support between intervention and comparison groups.                                                                                                                                                                                                                                                                                                             | Evaluation; Stress; Students; Higher Education; Diversity                                                                                       | This study examines non-traditional student perceptions of social support in the context of a group intervention offered by a graduate program at a predominantly white university in the southern United States of America.                                                                                                                                                                                                                                                                                                                   | It is recommended that future interventions for improving non-traditional student retention focus on supporting the development of social support networks among incoming and first year graduate students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A follow-up survey questionnaire administered to group intervention participants provided feedback that shed light on these unanticipated results:                                                                                                                                                                                                                                                | Context of USA. Importance of social support                                                                                         |                                                                                                                                                                                                                                               |       |
| 53 Hazel Christie, Vivienne E. Cree, Eve Mullins & Lyn Tett                         | 2018 | 'University opened up so many doors for me': the personal and professional development of graduates from non-traditional backgrounds | Studies in Higher Education                   | There is a substantial body of quantitative evidence about the benefits of higher education. However there is little qualitative evidence about the extent to which these benefits accrue to graduates from non-traditional backgrounds. They draw attention to the impact of higher education on their positions in the labour market, as well as to their development of learning identities that supported them to make changes in their personal and professional lives.                                                                                                                                                             | University students; socio economic status; employment outcomes; student identities; qualitative research; non-traditional students             | This paper contributes to filling the gap of poor availability of qualitative data in knowledge by exploring the experiences of a group of 15 graduates 10 years after they had started at university.                                                                                                                                                                                                                                                                                                                                         | Although higher education brought real benefits to the cohort, including better employment prospects and the development of confidence in themselves, it was seen that they were clustered in various caring and public sector professions at the lower end of the graduate labour market.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | The original study used semi-structured interviews undertaken with participants at key points during the lifetime of their degrees.                                                                                                                                                                                                                                                               | The cohort was unusual because they had all completed a college-level qualification before going on to study at an elite university. |                                                                                                                                                                                                                                               |       |
| 54 Fergal Finnegan, Sandra Valadas, Jerry O'Neill, Antonio Fragozo & Liliana Paulos | 2019 | The search for security in precarious times: non-traditional graduates perspectives on higher education and employment               | International Journal of Lifelong Education   | This article explores non-traditional student and graduate views of the university in Ireland and Portugal as it relates to their expectations of, and experiences in, the labour market. The article contextualises the research in relation to the expansion of higher education internationally as well as national and EU policies aimed at supporting a 'knowledge-based economy'. It offers an overview of the meaning of precarity.                                                                                                                                                                                               | Higher education; non-traditional students; equality; precarity; biographical methods                                                           | Using a critical and egalitarian lens: the overall aim of the research is to widen the focus of widening participation debates and explore how educational and institutional initiatives impact, or not, on wider social and employment inequalities.                                                                                                                                                                                                                                                                                          | The research is based on in-depth biographical interviews with 61 non-traditional students and graduates conducted longitudinally (85 interviews in total).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | It outlines key empirical findings from the research related to student expectations of their degree and their postgraduation experience in the labour market. In particular, it explores the phenomenon of precarity amongst graduates how this is experienced and handled in various ways.                                                                                                      | Irish and Portuguese context                                                                                                         |                                                                                                                                                                                                                                               |       |
| 55 Ethel Chung, Deborah Turnbull, and Anna Chur-Hansen                              | 2017 | Differences in resilience between 'traditional' and 'non-traditional' university students                                            | Active Learning in Higher Education           | Resilience is related to students' well-being and academic success. While challenges associated with students who are from historically underrepresented backgrounds (i.e. 'non-traditional students') have been frequently reported, their resilience has received lesser attention. However, resilience levels of students who deemed themselves to be 'non-traditional' in other domains (e.g. household income, cultural background) did not differ significantly from 'traditional' students.                                                                                                                                       | diversity, higher education, non-traditional students, resilience                                                                               | The primary purpose of this study was to compare levels of resilience between 'traditional' and 'non-traditional' students. First year students participated in an online mental health survey which included a standardised measure of resilience, demographic questions and an item exploring students' own perception of being 'non-                                                                                                                                                                                                        | The results showed that students who considered themselves to be 'non-traditional' in life aspects, including age, employment and parenting responsibility, had significantly higher resilience compared to self-identified 'traditional students'.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The data were drawn from an online mental health survey conducted among a sample of 442 students (316 female, 126 male) who are first year undergraduate psychology students at a major publicly funded university                                                                                                                                                                                | Australian context with psychology students                                                                                          | The findings show that life experiences commonly affiliated with being a mature-aged student, including work and being a carer, may contribute to higher resilience. Implications in relation to practice and future research were discussed. |       |
| 56 O. J. Webb & D. R. E. Cotton                                                     | 2018 | Early withdrawal from higher education: a focus on academic experiences                                                              | Teaching in Higher Education                  | Early withdrawal from higher education (HE) programmes can be detrimental for the students and institutions involved. Quantitative research has often concentrated on demographic and social antecedents (e.g. gender, prior education). Other factors may be more open to intervention e.g. students' academic experiences in HE. The paper discusses links to existing literature, future research directions, and applied implications for institutions.                                                                                                                                                                              | Attrition; drop-out; retention; non-completion; withdrawal                                                                                      | Using data from an institutional survey (N=1170), logistic regression tested a range of academic experiences, regarding their relationship to contemplation of withdrawal ('COV': a recognised marker for actual withdrawal).                                                                                                                                                                                                                                                                                                                  | COV was associated with student perceptions of low one-to-one contact with staff; non-traditional delivery methods; low peer interaction; and high assessment load. Interestingly, COV was not associated with overall contact hours, large classes, or personal tutoring. The contributing factors explained 5.1%–8.6% of variance in COV, suggesting they may be meaningful levers for optimising retention.                                                                                                                                                                                                                                                                                                                                                                                                                 | The study made use of the institution's Teaching and Learning Survey (TLS), an extensive e-questionnaire featuring items which map onto Thomas's(2002) headings.                                                                                                                                                                                                                                  | Useful to identify the factors causing withdrawal.                                                                                   |                                                                                                                                                                                                                                               |       |
| 57 Rose-Adams, John and Hewitt, Lindsay                                             | 2012 | 'What 'retention' means to me: the position of the adult learner in student retention                                                | Widening Participation and Lifelong Learning  | Studies of student retention and progression overwhelmingly appear adopt definitions that place the institution, rather than the student, at the centre. Retention is most often conceived in terms of linear and continuous progress between institutionally identified start and end points. This attests to the complexity of individuals' lives and provides clear evidence that institution-centric definitions of retention and progression are insufficient to create truly meaningful understanding of successful individual learning journeys and experiences.                                                                  | retention, adult, lifelong learning, life wide learning, individual, student, widening participation, non-traditional student, formal, informal | The research deployed a life histories approach to seek a finer grained understanding of how individuals conceptualise their own learning journey and experience, in order to reflect on institutional conceptions of student retention.                                                                                                                                                                                                                                                                                                       | The findings highlight potential anomalies hidden within institutional retention rates – large proportions of the interview participants who were not 'retained' by the institution reported successful progression to and in other learning institutions and environments, both formal and informal. Nearly all described positive perspectives on lifelong learning which were either engendered or improved by the learning undertaken.                                                                                                                                                                                                                                                                                                                                                                                     | This paper reports on research that considered data from 38 in-depth interviews conducted with individuals who had characteristics often associated with non-traditional engagement in higher education who between 2006 and 2010 had studied an 'Introduction to HE' module at one distance higher education institution, some of whom had progressed to further study at that institution, some |                                                                                                                                      | It is argued that only through careful consideration of the lived experience of students and a re-conception of measures of retention, will we be able to offer real insight into improving student retention.                                |       |
| 58 Ella R. Kahu & Karen Nelson                                                      | 2018 | Student engagement in the educational interface: understanding the mechanisms of student success                                     | Higher Education Research & Development       | Student success and retention continue to be of concern for higher education institutions. Wider participation, combined with lower completion rates for non-traditional students, highlights the need for new ways of understanding the student experience to ground policy and practice. These three contributions, the interface, the key constructs with in it being mediating mechanisms and their explanatory utility, provide focus for the design and implementation of curricula and co-curricular initiatives aimed at enhancing student success and retention, and importantly to evaluate the impact of these interventions. | Student engagement; transition; student success                                                                                                 | This article provides insight by drawing together a number of key constructs to refine a recent framework of student engagement. They argue that the transition metaphor, focusing on the first year, is limited because it depicts differences between students and institutions as both transient and temporal. Instead, we use a cultural lens to introduce the educational interface as a metaphor for the individual psychosocial space within which institutional and student factors combine and student engagement in learning occurs. | Incorporating the interface into the existing framework of student engagement makes three contributions to our understanding of the student experience. First, the educational interface is a tangible way of representing the complex interactions between students and institutions, and how those interactions influence engagement. Second, the refined framework highlights four specific psychosocial constructs: self-efficacy, emotions, belonging and well-being, which, we contend, are critical mechanisms for mediating the interactions between student and institutional characteristics and student engagement and success. Finally, the refined framework helps to explain why some students with demographic characteristics associated with lower completion rates are retained and do go on to successfully |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                      |                                                                                                                                                                                                                                               |       |
| 59 John Rose-Adams                                                                  | 2013 | Leaving university early: Exploring relationships between institution type and student withdrawal and implications for               | Widening Participation and Lifelong Learning  | Fair access to university continues to dominate public and intellectual discourse in the United Kingdom. There is mixed evidence for the effect of recent UK policy to widen participation. Significant variation in representation across types of higher education institution (HEI), with the most selective institutions demonstrating the least diversity in their student profile, point to the persistence of social class inequalities affecting and exacerbated by access to higher education.                                                                                                                                  | higher education, retention, attrition, persistence, drop-out, social mobility, widening participation.                                         | This paper presents and explores the interface in terms of social mobility of two key findings: that 'non-traditional' students are, across the board, more likely to leave university early; but also that they appear proportionally more likely to leave from more selective institutions.                                                                                                                                                                                                                                                  | There is less attention in research literature and public debate in relation to students withdrawing or leaving their studies before graduation and very little about the post-access performance of traditional and non-traditional students in more and less selective institutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Drawing on research which made use of a unique national dataset of students from 86 UK HEIs between 2006 and 2012 including students who left their studies early.                                                                                                                                                                                                                                | Uses data from 86 HEIs                                                                                                               |                                                                                                                                                                                                                                               |       |

| #  | Authors                                                                                                                                   | Year | Title                                                                                                                                 | Source                                                                              | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key words                                                                                                                                 | Research question/ topic/problem                                                                                                                                                                                                                                                                                                                                                                  | Contribution(s) / Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Design: theory, key concepts and method                                                                                                                                                                                       | Why relevant/ problematic                                              | References to follow                                                                                                                                                              | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 60 | Marie-Pierre Moreau & Charlotte Kerner                                                                                                    | 2015 | Care in academia: an exploration of student parents' experiences                                                                      | British Journal of Sociology of Education                                           | While student parents now represent a significant proportion of the higher education population in England, this group has been given limited consideration in policy circles. However, the stories they tell also emphasise the benefits associated with their dual status. By doing so, they resist the discourse of deficit typically applied to 'non-traditional' students and produce a counter-discourse that disturbs the long-lived binary opposition between care                                                                                        | care; higher education; student parents; mothers; England                                                                                 | Using a social constructivist and feminist theoretical framework, this paper draws on a research project investigating the role of higher education policies in supporting student parents in England.                                                                                                                                                                                            | It shows that, in the context of the default construction of the university student as carefree, student parents often describe their experience of navigating academia as a struggle, in which time-related, financial, health and emotional problems prevail.                                                                                                                                                                                                                                                                      | It focuses on findings from 40 interviews conducted with student parents enrolled on university programmes.                                                                                                                   | Considers the dual role of non-traditional students.                   |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 61 | Mark Fincher                                                                                                                              | 2010 | Adult Student Retention: A Practical Approach to Retention Improvement Through Learning                                               | The Journal of Continuing Higher Education                                          | Adult student retention is an issue of growing concern for many institutions. It differs from traditional retention much like traditional students differ from adult students. As the majority of student body growth comes from adult students, adult student retention management will become critical to the majority of colleges and universities.                                                                                                                                                                                                            | Retention, adult students                                                                                                                 | This article explores the forces producing a need for better adult student retention, provides methods for the development of institution-specific retention enhancement plans and retention measurement metrics, and provides a set of retention enhancement tactics.                                                                                                                            | This article contains 12 categories of recommendations to increase adult student retention. These recommendations are intended to improve both the understanding and enhancement of the retention of adult students at most colleges and universities.                                                                                                                                                                                                                                                                               | Secondary research                                                                                                                                                                                                            | Makes recommendation on how to improve retention. But in a US context. |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 62 | Sharon Xuereb                                                                                                                             | 2014 | Why students consider terminating their studies and what convinces them to stay                                                       | Active Learning in Higher Education                                                 | Friends and family were the most commonly cited sources of support. Students' main reasons for continuing with their studies were to achieve their end goal and to finish what they had started. These findings are discussed in light of what universities can do to prevent and manage doubting.                                                                                                                                                                                                                                                                | Doubting, non-traditional students, qualitative, support, traditional students, university                                                | A substantial proportion of students doubt whether they should continue their studies, and are consequently more likely to withdraw. The most common reasons for doubting were an academic workload perceived as too high and course-related problems.                                                                                                                                            | In the study described in this article, undergraduates who reported they doubted gave their reasons why they did, outlined support they received and stated why they ultimately decided to continue with their studies.                                                                                                                                                                                                                                                                                                              | A total of 176 psychology undergraduates answered open-ended questions in a questionnaire. Findings for traditional and non-traditional students were compared.                                                               |                                                                        |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 63 | Malcolm Tight                                                                                                                             | 2020 | Student retention and engagement in higher education                                                                                  | Journal of Further and Higher Education                                             | The two concepts are seen as alternative ways of seeing and researching the same underlying issue. While student engagement is a more recent focus for research, it has now overtaken student retention in importance. As the responsibility for the financing of HE has shifted from the state to the student, so the understanding of student retention and engagement has shifted from being the student's responsibility to that of the higher education institution                                                                                          | higher education research; student engagement; student retention; systematic review                                                       | This article reports on a systematic review of research into student retention and student engagement in higher education (HE).                                                                                                                                                                                                                                                                   | It discusses the origins and meaning of these terms, their relation to each other, their application and practice, and the issues and critiques that have arisen.                                                                                                                                                                                                                                                                                                                                                                    | Systematic review                                                                                                                                                                                                             |                                                                        |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 64 | Jenny Chesters Louise Watson                                                                                                              | 2016 | Staging Power: The effect of pathway into university on student achievement and attrition                                             | higher education research; student engagement; student retention; systematic review | The expansion of the higher education sector in Australia opened up new pathways into university increasing the diversity of the student population. For non-traditional students, those who did not successfully complete secondary school, barriers to gaining entry into university have been dismantled, however, previous research suggests that non-traditional students are more likely than traditional students to drop out of higher education.                                                                                                         | pathways into higher education; diversity; attrition                                                                                      | This paper analyses administrative data for a cohort of first year undergraduate students attending an Australian university to examine the association between pathway to university and student retention and academic progression.                                                                                                                                                             | The findings show that after controlling for grade point average, students who completed an enabling course on campus prior to commencing their undergraduate program were less likely than students admitted on the basis of completing secondary school to discontinue their university studies.                                                                                                                                                                                                                                   | This study draws on de-identified individual-level university administrative data for one cohort of domestic undergraduate students who commenced their first bachelor degree program in the first semester of 2007 (n=1738). | Australian context                                                     | This suggests that enabling programs provided on campus may assist students who do not meet the minimum requirements for university entrance to complete a university degree.     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 65 | Emmanuel Jean Francois                                                                                                                    | 2014 | Motivational orientations of non-traditional adult students to enrol in a degree-seeking program                                      | New Horizons in Adult Education & Human Resource Development                        | The Education Participation Scale (EPS) was used to measure the motivational orientations of participants. There were significant differences in motivational orientations among associate, bachelor's, master's, and doctoral degree students. The findings from this study provide opportunities for instructors and administrators in higher education to use motivational orientations data in designing recruitment materials and activities for their program as well as in adopting curriculum and instruction strategies to increase students' motivation | Motivational orientations, non-traditional students, adult participation, returning adult students, adult education,                      | The purpose of this research was to investigate the motivational orientations of non-traditional adult students to enrol in a degree-seeking program based on their academic goal.                                                                                                                                                                                                                | Professional advancement, cognitive interest, and educational preparation were found to be the dominant motivational orientations of non-traditional adult college students.                                                                                                                                                                                                                                                                                                                                                         | A quantitative survey method based on cluster sampling was used to assess the motivational orientations for participation of non-traditional adult students in postsecondary education.                                       | US context                                                             |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 66 | Adam Burke                                                                                                                                | 2019 | Student Retention Models in Higher Education: A Literature Review                                                                     | COLLEGE and UNIVERSITY                                                              | The three theories are Spady's (1970, 1971) Undergraduate Dropout Process Model, Tinto's (1975, 1993) Institutional Departure Model, and Bean's (1980, 1982) Student Attrition Model. These provide context for a literature review on current publications, focusing mainly on the social (as opposed to the academic) aspect of higher education. The literature is clear that student engagement during the higher education experience leads to higher student retention rates and increased institutional commitment.                                        | Literature review, retention theories, higher education.                                                                                  | This literature review examines student retention in higher education institutions. Specifically, it looks at the background and history of student retention, three student retention theories, and current literature on student retention within the social system.                                                                                                                            | Major findings are that the topic of student retention is critical to higher education institutions, but it is highly complex and difficult to predict.                                                                                                                                                                                                                                                                                                                                                                              | Literature review                                                                                                                                                                                                             | Discusses the models or retention.                                     |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 67 | George F. Howell & Jeffrey M. Buck                                                                                                        | 2011 | The Adult Student and Course Satisfaction: What Matters Most?                                                                         | Innovative Higher Education                                                         | Student satisfaction with a course is important because it can contribute to student retention, and it can also be used as one way to assess faculty effectiveness. This model focuses on four manageable variables that are observed as influencing adult students' satisfaction with a business course:                                                                                                                                                                                                                                                         | Student satisfaction, Services marketing, Adult education                                                                                 | This investigative work suggests that course satisfaction among non-traditional, adult students seeking business degrees is positively influenced by giving attention to four specific service-based factors.                                                                                                                                                                                     | relevance of subject matter, faculty subject-matter competency, faculty classroom management, and student workload.                                                                                                                                                                                                                                                                                                                                                                                                                  | Based on feedback from 1,725 such students and 214 instructors at five institutions of higher education, a service-based model of course satisfaction is proposed.                                                            | Identifies factors affecting student satisfaction                      |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 68 | Othman Aljohani                                                                                                                           | 2016 | A Review of the Contemporary International Literature on Student Retention in Higher Education                                        | International Journal of Education & Literacy Studies                               | One of the major issues that concerns tertiary institutions around the world is the student retention rate. In general, higher rates of completion give more positive image about the academic, administrative and financial statuses of these institutions. However, improving the student completion and retention rates can be a challenging task. One way toward this goal is utilising strategies and techniques that are informed by the findings of theoretical models and empirical studies.                                                              | Higher education, student retention, attrition, persistence                                                                               | This paper reviews some of the contemporary studies in the student retention literature from different higher educational contexts around the world followed by a list of the variables that are commonly linked to the student retention phenomenon in higher education and a discussion of the factors that are most frequently associated with student attrition as reported by these studies. | A summary of the factors associated with the student attrition phenomenon suggested that, the central factors were the quality of students' institutional experiences and their level of integration into the academic and social systems of their academic institutions. These factors relate to students' experiences with the administrative system of their academic institution, including the admission, registration and disciplinary rules and policies and the availability and quality of student services and facilities. | Literature review                                                                                                                                                                                                             | Considers a variety of contexts                                        |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 69 | Neil Murray                                                                                                                               | 2013 | Widening participation and English language proficiency: a convergence with implications for assessment practices in higher education | Studies in Higher Education                                                         | Importantly, given the diverse nature of the 'non-traditional' student cohort that is the focus of this agenda, that section of the student population potentially requiring English language development extends beyond those students of non-English speaking backgrounds—traditionally the focus of such provision—to include native speakers of English whose language exhibits forms (dialectal characteristics) not necessarily in keeping with the expectations of the academy, or indeed the workplace post- graduation.                                  | widening participation; English language proficiency; post-enrolment language assessment; language competence of non-traditional students | This article considers some of the issues around the implementation of a post-enrolment English language assessment regime.                                                                                                                                                                                                                                                                       | In order to ensure that these students have access to languages support resources that are squeezed by ever-present funding pressures, there needs to be a mechanism for identifying those most at risk due to weak language.                                                                                                                                                                                                                                                                                                        | Structured review                                                                                                                                                                                                             | Focuses on English language requirement. Australian Context.           | The widening participation agenda has important implications for those in English medium higher education institutions responsible for the provision of English language support. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 70 | António Fragoso, Teresa Gonçalves, C. Miguel Ribeiro, Rute Monteiro, Helena Quintas, Joana Bago, Henrique M.A.C. Fonseca & Lucília Santos | 2013 | The transition of mature students to higher education: Challenging traditional concepts?                                              | Studies in the Education of Adults                                                  | The Bologna Process, recently implemented in Portugal, has brought many changes to higher education institutions. One of these changes refers to a law that enables mature students (23 years and older) to gain special access to higher education, taking into account their professional experience and other biographical elements. The numbers of non-traditional students are therefore increasing in our country, making our academic population more diverse.                                                                                             | Higher education, transition, mature students, barriers to learning.                                                                      | Research project designed to investigate the special circumstances of non-traditional students in our institutions and to provide recommendations that should improve their academic lives.                                                                                                                                                                                                       | Results include interpretations of the factors that students view as barriers to their participation in higher education, the importance of peer support, and reflections on life histories that provide greater insight into the transitional process.                                                                                                                                                                                                                                                                              | They describe survey results, focus-group interviews and life histories and use them to understand the transition of mature students into higher education.                                                                   | Portuguese context                                                     |                                                                                                                                                                                   | Although several barriers were identified by mature students, there is also a positive impact from transition. It is clear that transition today is no longer punctual or linear either in time or space. We should therefore challenge traditional views of the transition concept, in which students are considered to be a problem to higher education institutions, because this diverts attention away from the responsibilities of those institutions towards |

| #  | Author/s                                                                                     | Year | Title                                                                                                                                          | Source                                                               | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Key words                                                                                                                                                             | Research question/ topic/problem                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Contribution(s) / Findings                                                                                                                                                                                                                                                                                                                                                                                                                        | Design: theory, key concepts and method                                                                                                                                                                                                                                                                                                                                                                         | Why relevant/ problematic                                       | References to follow | Notes                                                                                                                                                                                                                                                                                                                                        |
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| 71 | Ella R. Kahu                                                                                 | 2013 | Framing student engagement in higher education                                                                                                 | Studies in Higher Education                                          | Student engagement is widely recognised as an important influence on achievement and learning in higher education and as such is being widely theorised and researched. Key problems are identified, in particular poor definitions and a lack of distinction between the state of engagement, factors that influence student engagement, and the immediate and longer-term consequences of engagement.                                                                                                                                                                                                                          | student engagement; critique; sociocultural perspectives; theoretical framework; teaching and learning                                                                | This article firstly reviews and critiques the four dominant research perspectives on student engagement: the behavioural perspective, which foregrounds student behaviour and institutional practice; the psychological perspective, which clearly defines engagement as an individual psycho-social process; the socio-cultural perspective, which highlights the critical role of the socio-political context; and, finally, the holistic perspective, which takes a broader                                | The second part of the article presents a conceptual framework that overcomes these problems, incorporating valuable elements from each of the perspectives, to enable a better shared understanding of student engagement to frame future research and improve student outcomes.                                                                                                                                                                 | Critical review                                                                                                                                                                                                                                                                                                                                                                                                 | proposes a framework to overcome the issues with others.        |                      |                                                                                                                                                                                                                                                                                                                                              |
| 72 | Stephanie McKendry, Marty Wright, Keith Stevenson                                            | 2014 | Why here and why stay? Students' voices on the retention strategies of a widening participation university                                     | Nurse Education Today                                                | Whilst concern about nursing student retention remains a key priority of governments and educators much research is focussed on determining the causes and experiences of withdrawal. Further work is required to understand the perspectives of those students who successfully negotiate their programme of study. University classrooms. Participants: 46 first year nursing and midwifery students.                                                                                                                                                                                                                          | Retention; Support; Expectations; Identity;                                                                                                                           | The study aimed to explore student motivations, experiences and support requirements during their first year to determine the efficacy of institutional retention initiatives.                                                                                                                                                                                                                                                                                                                                 | Students utilise a range of support mechanisms before and during their studies in order to maintain their motivation and to juggle the many demands on their time. These include university staff, fellow students, friends and family and those they currently know within the profession.                                                                                                                                                       | Qualitative data collection through focus groups at two intervals in the year. After collection, the data was subjected to grounded theory-driven coding and thematic analysis. Coding was undertaken independently before mutual verification and theming took place.                                                                                                                                          | Focused on nursing and midwifery students                       |                      | Conclusions: Expectations play a significant role in student satisfaction, suggesting that institutions should ensure prospective students have a realistic understanding of what a nursing/midwifery programme and career will entail. Nurturing a sense of belonging to both the university and profession appears beneficial in promoting |
| 73 | Katrina O'Sullivan, Niamh Birda, James Robson, and Niall Winters.                            | 2021 | Academic identity, confidence and belonging: The role of contextualised admissions and foundation years in higher education                    | British Educational Research Journal                                 | Results indicate that while students utilising FYs may be 'more disadvantaged' than CA students, their experiences helped establish a sense of belonging, illustrating the need for diverse 'VP' routes catering to a wide range of needs. Results highlight the importance of providing opportunities to develop social and bridging social capital for all non-traditional students.                                                                                                                                                                                                                                           | Access; England; higher education admission; Ireland; selective universities; social class; widening participation                                                    | This article presents across-national exploration of responses to widening participation (VP), with a specific focus on the provision of foundation year (FY) programmes and the use of contextualised admissions (CA) in selective Irish and UK institutions. There remains a dearth of research on these routes, with little understanding of the characteristics of students who utilise them, of why students use these routes and little knowledge of their effect on students' experiences in university | Results indicated that FY student had lower levels of familial educational history and parental occupation. FY students' sense of belonging significantly increased over the year, with students reporting increased confidence and sense of belonging due to the relationships established during the FY. CA students' sense of belonging remained the same, with students reporting feeling different and isolated.                             | Data were collected through a mixed-method approach. Questionnaires and in-depth focus groups were employed at fixed points with participating students in each route. A year-long longitudinal comparative case study design examined three alternative entry routes in two selective higher education institutions (HEIs) in England and Ireland: a well-established FY; a newly formed FY; and a CA pathway. | UK and Irish context                                            |                      |                                                                                                                                                                                                                                                                                                                                              |
| 74 | Sanders, Lalage D., Daly, Annette P., Fitzgerald, Katherine                                  | 2016 | Predicting Retention, Understanding Attrition: A Prospective Study of Foundation Year Students                                                 | Widening Participation and Lifelong Learning                         | From a total of 198 participants (85% of enrolments), 90 completed measures at both points. End of year examining board outcomes were matched to the survey data. Therefore these measures could be used to identify students who might benefit from targeted interventions to help uncertain new entrants access the benefits that Higher Education can provide.                                                                                                                                                                                                                                                                | Retention; Academic Confidence; Foundation Year; Doubting                                                                                                             | The aim of this study was to evaluate two psychometric tools for identifying students at risk of failing to progress from a Foundation Year (FY) programme, a preparatory programme for those without the qualifications to enrol directly on to an undergraduate degree.                                                                                                                                                                                                                                      | Time 1 data showed that two subscales of the confidence measure, Grades and Attendance, were indicative of subsequent progression issues. At Time 2, diminishing expectations were evident amongst those who subsequently failed to progress, indicating a process of disengagement.                                                                                                                                                              | Students from four FY programmes across two UK universities were invited to complete the survey at the start of the academic year (Time-1) and again towards the end of the FY (Time2). The survey comprised the Academic Behaviour Confidence and Performance Expectation Ladder scales, designed to measure students' expectations of their academic                                                          | Discusses the relationship between expectations and progression |                      |                                                                                                                                                                                                                                                                                                                                              |
| 75 | Emma Vainwright & Elodie Marandet                                                            | 2010 | Parents in higher education: impacts of university learning on the self and the family                                                         | Educational Review                                                   | Intra- and inter-generational social mobility have been implicit to a wide range of UK Government policies aimed at promoting social inclusion through a focus on education and employability. Of notable significance is how higher education is perceived to reverberate within the home, promoting a culture of learning among, and encouraging the educational aspirations of, children.                                                                                                                                                                                                                                     | social mobility; widening participation; parents' own learning                                                                                                        | This paper reflects on the impacts of university learning on the self and the family among students with dependent children.                                                                                                                                                                                                                                                                                                                                                                                   | 'With emphasis on, and differences highlighted between, male and female undergraduate students' own (often gendered) constructions of the impact of their university experiences and aspirations for social mobility, the paper suggests that while these students face numerous and varied barriers to their learning, they are motivated by the impact their studying will have on themselves                                                   | (1) A literature and policy review (2) Eighteen in-depth interviews were carried out with staff of various University services (3) A questionnaire survey aimed at all studying parents was sent electronically (4) A sample of 18 volunteer students for further interviews                                                                                                                                    | Includes post-grad students                                     |                      | The paper concludes that this potential and perceived social mobility necessitates a bridging of the rhetoric of access with a reality of accessibility and retention for those students with caring responsibilities and offers a number of recommendations to encourage this.                                                              |
| 76 | Anna Mountford-Zimdars, John Sanders, Joanne Moore, Duna Sabri, Steven Jones & Louise Higham | 2017 | What can universities do to support all their students to progress successfully throughout their                                               | Perspectives: Policy and Practice in Higher Education                | The project was commissioned by the Higher Education Funding Council for England and reported in July 2015. Universities use targeted and universal interventions to affect change. Initiatives that tackle assessments and the content and meaning of curricula are a promising stream of interventions. Overall, more evaluations on what works and sharing of practice will further enable the sector to support all higher education students in reaching their academic potential.                                                                                                                                          | Differences in student outcomes; attainment gap; student progression; BME students; learning and teaching.                                                            | This article reviews the findings from a UK nationwide projection the causes of differences in student outcomes in higher education.                                                                                                                                                                                                                                                                                                                                                                           | 'We found that universities with an embedded, institution-wide approach that engaged senior managers, academic staff, professional service staff and students as stakeholders and agents in the differential outcomes agenda were most promising in decreasing progression gaps.                                                                                                                                                                  | Based on previous empirical studies                                                                                                                                                                                                                                                                                                                                                                             | proposes a framework to reduce attainment gaps.                 |                      |                                                                                                                                                                                                                                                                                                                                              |
| 77 | BARBARA MERRILL                                                                              | 2012 | Learning to become an adult student: Experiences in a UK University.                                                                           | International Journal of Continuing Education and Lifelong Learning. | In looking at what 'keeps working class adults going on' with their studies the importance of support, particularly from lecturers is highlighted not only in terms of academic support but also in terms of lecturers understanding their life and personal experiences and the struggles and hardships which these may entail. Without this support and sense of belonging at the university it is difficult to develop a learner identity and succeed with their studies.                                                                                                                                                     | Learner identity, Biographical approaches, Working class adult student.                                                                                               | This article explores the learning experiences and learner identity of working class adult students in an elite UK university using biographical approaches. The stories of the adult students are used to illuminate their highs and lows of being a university student while also juggling with their other life roles.                                                                                                                                                                                      | It argues that university life offers the potential for a changed identity while still maintaining their working class identity.                                                                                                                                                                                                                                                                                                                  | This article uses a case study approach to explore the learning experiences of non-traditional adult students studying in an elite UK university. It draws on the biographies of adult students from two EU funded European research projects.                                                                                                                                                                  | Elite university perspective                                    |                      |                                                                                                                                                                                                                                                                                                                                              |
| 78 | Novotný, P., Břícková, K., Juhásk, L. and Rozvadský, K.,                                     | 2019 | Driven to be a non-traditional student: measurement of the academic motivation scale with adult learners after their transition to university. | Studia paedagogica                                                   | Non-traditional students represent an important group of university students, and that is why their motivation to study is an important factor that affects current university education. The Czech version of the Academic Motivation Scale (AMS) has been used to measure academic motivation. The results of confirmatory factor analysis showed that the Czech version of the AMS is a valid scale with a factor structure corresponding to the original model, and based on measurement invariance analysis we can state that the Czech version of the AMS can be used to compare traditional and non-traditional students. | non-traditional students, self-determination theory, Academic Motivation Scale, intrinsic motivation, extrinsic motivation, confirmatory factor analysis, measurement | This study investigates the academic motivation of Czech students who are considered non-traditional because of their age (they are older than 26) and at the same time have experienced a break of at least one year in their formal educational trajectory.                                                                                                                                                                                                                                                  | The results of regression analyses suggest that non-traditional students had significantly higher values for all types of intrinsic motivation and lower values for most types of extrinsic motivation. In the case of motivation, it was again the non-traditional students with significantly lower values, which suggests that the absence of a motivation to study tends to be more common in younger students who are continuously receiving | The purpose of this study is to examine the factor structure of the Czech version of the AMS on a sample of 1,885 first-year students at Masaryk University and determine if this tool is functional even on a specific group of non-traditional students and to identify differences in particular types of academic motivation between traditional and non-                                                   | Czech context                                                   |                      |                                                                                                                                                                                                                                                                                                                                              |
| 79 | Mary Stuart, Catherine Lido, Jessica Morgan, Lucy Solomon, and Steve May                     | 2011 | The impact of engagement with extracurricular activities on the student experience and graduate outcomes for widening participation            | Active Learning in Higher Education                                  | Lower socio-economic status (SES) students spent more time working, and less time engaging in ECAs. Alumni reflected ECAs as key to developing self-identity, social networks and career prospects/pathways. Employers stressed the value of ECAs for 'distinguishing' candidates, providing evidence of cultural fit, leadership, commitment, and 'selling' original activities.                                                                                                                                                                                                                                                | diversity in higher education, extra curricular activities, social capital, widening participation                                                                    | This research examined extracurricular activity (ECA) effects on students' experiences, outcomes and future job prospects.                                                                                                                                                                                                                                                                                                                                                                                     | Variations between 'traditional' and 'widening participation' student groups emerged, with older and ethnic minority students spending more time with non-university ECAs, engaged in family, religious and solitary activities.                                                                                                                                                                                                                  | A survey of diverse undergraduate students, along with alumni and potential employer interviews, revealed differences in students' engagement with ECAs beyond the classroom.                                                                                                                                                                                                                                   |                                                                 |                      | As (university-linked) ECAs were key for undergraduate outcomes and graduate employment prospects, emerging ethnic, age and SES patterns of engagement have implications for persistent inequalities in employment (despite widening participation agendas).                                                                                 |

| #  | Authors                                                                                                         | Year | Title                                                                                                                                          | Source                                               | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Key words                                                                                                                                                          | Research question/ topic/problem                                                                                                                                                                                                                                                                                                                                                                            | Contribution(s) / Findings                                                                                                                                                                                                                                                                                                                                                                                               | Design, theory, key concepts and method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Why relevant/ problematic                                                                      | References to follow | Notes |
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| 80 | Liz Thomas                                                                                                      | 2020 | Excellent Outcomes for All Students: A Whole System Approach to Widening Participation and Student Success in England                          | Student Success                                      | The research has been undertaken in England, and is situated within this policy context, in particular two national policy tools: Access and Participation Plans (APP) and the Teaching Excellence and Student Outcomes Framework (TEF), which all higher education providers are required to engage with if they wish to charge fees above certain thresholds.                                                                                                                                                                                                                                                                   | Commuter students; retention; student engagement; widening participation.                                                                                          | This article is about improving student retention and success to achieve excellent outcomes for all students.                                                                                                                                                                                                                                                                                               | The article demonstrates how in England both the policy framework and higher education institutions are working towards a system-wide approach to achieve excellent outcomes for all students, irrespective of their background or circumstances.                                                                                                                                                                        | It draws on research undertaken by the author about student engagement and belonging, differential engagement and success, with a particular focus on commuter students, who experience intersectional disadvantage, and the development of a whole institution approach (WIA) to widening participation and student success.                                                                                                                                                                                            |                                                                                                |                      |       |
| 81 | Rebecca Turner, David Morrison, Debby Cotton, Samantha Child, Sebastian Stevens, Patricia Nash & Pauline Kneale | 2017 | Easing the transition of first year undergraduates through an immersive induction module                                                       | Teaching in Higher Education                         | Entry into higher education (HE) is recognised as a challenging time for undergraduates as they negotiate the norms and practices of new academic communities and foster relationships with peers and academics. Given the significance of this time period, the University has piloted a new four-week module that immerses students in their discipline.                                                                                                                                                                                                                                                                        | Widening participation; student experience; induction; retention; study skills.                                                                                    | They report a comprehensive evaluation examining academic and student experience of a 4 week immersive module aimed at providing them with the academic skills and networks to support them through this period and beyond.                                                                                                                                                                                 | They explore its impact on essential aspects of the transition experience e.g. Social integration, academic literacies and the sense of preparation for HE. Whilst this new approach did have positive impacts on students' sense of integration, questions were raised around the extent to which it matched or even raised expectations, and the extent to which this prepared students for the rest of their studies. | The first phase of the evaluation was broadly ethnographic in design; two research assistants gained first hand experiences of two immersive modules using participant observation, following the end of the immersive module an online survey was administered to all first year students to capture first year students' 'first impressions' of university life.                                                                                                                                                       | Considers the impact of a immersive module.                                                    |                      |       |
| 82 | Emerson Wagner Mainardes & Mário Raposo & Helena Alves                                                          | 2014 | Universities Need a Market Orientation to Attract Non-Traditional Stakeholders as New Financing Sources                                        | Public organisations review                          | They begin by detailing sources of university financing as it slowly migrates from the public sector to the market. Then they move on to describe the main public university stake holders and the respective relationships between the parties. Finally, they focuses on different means and alternatives ways, to finance public universities through use of non-traditional stakeholders giving some examples. So the public universities need to actively engage with the market place, and this reality can be achieved if at internal level they are assigned priorities for the relationships with these new stakeholders. | Stakeholder. Public university. Financing opportunities. Market orientation.                                                                                       | Reflecting the level of priority currently attributed to public university financing in on going discussions, the objective of this article is to debate alternative forms of attracting resources from stake holders not normally associated with the financing of public universities.                                                                                                                    | In conclusions they find that despite university managers normally being aware of such entities, the other internal university actors show a lack of pro-activeness regarding the opportunities presented by different stakeholders.                                                                                                                                                                                     | Thematic analysis based of previous research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Discusses financial sources for public universities. Not a study related to student retention. |                      |       |
| 83 | Carter, Stephen; Yeo, Amy Chu-May                                                                               | 2016 | Students-as-customers' satisfaction, predictive retention with marketing implications The case of Malaysian higher education business students | The international journal of educational management. | Findings based on one Malaysian institution could not be used as a representation of other institutions either locally or internationally. Practical implications - Suggestions are made as to how HEIs can defend and safeguard their existing and future position by giving maximum attention to both "hard" and "soft" student satisfiers which would add customer value and strengthen their competitive position. Based on teaching and non-teaching antecedents and constructs, enable HEIs to predict retention and so inform marketing planning in a highly competitive higher education environment.                     | Marketing, Malaysia, Student satisfaction, Intended retention                                                                                                      | The purpose of this paper is to investigate two areas of interest: first, to determine business student customer satisfiers that could be contributors to students' current and predicted retention in a higher educational institution (HEI) and second, to use these satisfiers to inform HEI marketing planning.                                                                                         | Quantitative results revealed that students were most satisfied with academic experience and it was also the most dominant predictor of students' retention. Other elements such as quality teaching, facilities and internship, though important for student satisfaction, were not predictors of retention.                                                                                                            | The survey used 10 per cent of the sampling frame from the faculty total business students population. Descriptive statistics and correlation were employed to describe and measure the relationship between the teaching and non-teaching antecedents of student satisfaction and their five constructs (academic experience, teaching quality, campus life, facilities and placement support) and current and intended retention. Standard multiple regressions were run to measure the $\beta$ and significant values | Malaysian context                                                                              |                      |       |
| 84 | Cathy Schofield, Debby Cotton, Karen Gresty, Pauline Kneale & Jennie Winter                                     | 2013 | Higher education provision in a crowded marketplace                                                                                            | Journal of Higher Education Policy and Management    | Current changes to policy around higher education in the United Kingdom are leading to an increasingly marketised system. As funding is transferred from the United Kingdom government to the individual student, universities will be required to pay more attention to marketing. Differences identified include the extent to which reputation, educational experience, research and student life are used in marketing.                                                                                                                                                                                                       | branding; further education; higher education; marketing; university;                                                                                              | This paper draws on the literature relating to marketing of services to assess the extent to which higher education marketing addresses issues of covenant, quiddity and representation.                                                                                                                                                                                                                    | They conclude that newer universities and further education colleges appear to be more greatly influenced by contemporary government policy agenda than are the older more traditional institutions, which continue to trade largely on the established strong                                                                                                                                                           | Using a mixed sample of universities and associated further education colleges who provide higher education opportunities, this research investigates the marketing strategies of different types of higher education                                                                                                                                                                                                                                                                                                    | Considers Universities and colleges.                                                           |                      |       |
| 85 | Nick Zepke, Linda Leach & Philippa Butler                                                                       | 2011 | Non-institutional influences and student perceptions of success                                                                                | Studies in Higher Education                          | Student success, variously understood as engagement, persistence, completion, graduation and entry to employment, has become a central focus for stakeholders in higher education. Theoretical and empirical research exploring these varied conceptions has mushroomed since the 1980s. Much of this literature focusses on what and how higher education institutions contribute to student success; a substantial amount also reports on the part students play                                                                                                                                                                | student success; higher education; non-institutional influences; survey research                                                                                   | Less frequently studies investigate how non-institutional influences affect student success. This article addresses this gap.                                                                                                                                                                                                                                                                               | Findings show that non-institutional influences exert a moderate effect on student success, and that they are influences which need to be considered by institutions interested in fostering student success.                                                                                                                                                                                                            | It uses data from a survey of first-time enrolled students in New Zealand higher education to investigate the importance of family, cultural, employment and personal influences on student perceptions of success.                                                                                                                                                                                                                                                                                                      | New Zealandish context                                                                         |                      |       |
| 86 | Pedro Carreira & Ana Sofia Lopes                                                                                | 2021 | Drivers of academic pathways in higher education: traditional vs. non-traditional students                                                     | Studies in Higher Education                          | For non-traditional students, policies that assist them in an early stage are shown to be of critical importance, for example by offering pre-enrolment preparatory courses or by joining them, in the classroom, with students with similar characteristics. For traditional students, providing solutions for financial limitations and promoting academic integration seem to be more effective.                                                                                                                                                                                                                               | Traditional students; non traditional students; event history analysis; competing risks; dropout; education policy.                                                | Drop out rates in higher education (HE) are particularly high for non traditional students which may be due to unadjusted educational policies.                                                                                                                                                                                                                                                             | The results show significant differences between the two types of students, confirming the need of discretionary policies.                                                                                                                                                                                                                                                                                               | Considering as non-traditional the students who are employed at the enrolment moment and using a longitudinal database containing information on 5351 students from a Portuguese HE institution, an event history analysis approach is employed to distinguish the main drivers of graduation and drop out risks for traditional and non-traditional students and to test a set of research                                                                                                                              | Portuguese context                                                                             |                      |       |
| 87 | Hans G. Schuetz                                                                                                 | 2014 | From adults to non-traditional students to lifelong learners in higher education: Changing contexts and perspectives                           | Journal of Adult and Continuing Education            | The author has been involved in three closely related studies on who lifelong learners are, how they access and participate in higher education (HE), and how and what are they learning in HE and summarises some of the developments and issues over the 25 years that these studies cover (approximately 1987 to 2012)                                                                                                                                                                                                                                                                                                         | diversification; internationalisation of higher education; lifelong learning; recurrent education; online learning; quality assurance of higher education; Bologna | This paper looks into the changing contexts and definitions of clientele of life-long learners over the last quarter of a century.                                                                                                                                                                                                                                                                          | Summarises the developments and issues for the 25 years until 2012                                                                                                                                                                                                                                                                                                                                                       | Literature review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Covers the period from 1987 to 2012 only.                                                      |                      |       |
| 88 | Breda Mc Taggart                                                                                                | 2016 | Modern higher education students within a non-traditional higher education space: not fitting in, often falling out                            | Research in Post-Compulsory Education                | Study participants cited an institute lacking in understanding; an institutional habitus that does little to make this a space that supports the learning needs of students. While this lack of understanding has been found in traditional higher education institutions, it is most surprising to find that it exists in a dual-sector organisation.                                                                                                                                                                                                                                                                            | dual-sector further and higher education; habitus; cultural capital                                                                                                | A growing number of studies are focusing on the 'fit' between the higher education student and the educational institution. These studies show that a lack of fit between the two generates anxiety, ultimately acting as a barrier to student learning. Findings however highlight that the expectation of what a student is and should be by an institute is not in tandem to the life the student lives. | The paper concludes that those who deliver higher education in this space must understand and respond to the modern-day student, before success of this initiative can be achieved.                                                                                                                                                                                                                                      | Research involving 23 higher education students attending a dual-sector further and higher education college in Northern Ireland was conducted in order to examine 'this fit'. It was assumed that this fit should be greatest in a local institute serving the needs of its local population.                                                                                                                                                                                                                           |                                                                                                |                      |       |

| #  | Author/s                                                                                                                   | Year | Title                                                                                                         | Source                                            | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Key words                                                                                                                                | Research question/ topic/problem                                                                                                                                                                                                                                                                     | Contribution(s) / Findings                                                                                                                                                                                                                                                                                                                                                          | Design: theory, key concepts and method                                                                                                                                                                                                                                                                                                                                                         | Why relevant/ problematic                                                                                                 | References to follow | Notes                                                                                                                                                                                                                                                                                                              |
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| 89 | Juan I. Venegas-Muggli                                                                                                     | 2020 | Higher education dropout of non-traditional mature freshmen: the role of sociodemographic characteristics     | Studies in Continuing Education                   | The study used Independent variables as: family/demographic conditions, socio-economic situation and institutional structures. Suggestions for institutional practices to better integrate mature students into higher education are discussed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Dropout; higher education; mature students; widening participation.                                                                      | This paper examines the role of socio demographic characteristics on non-traditional mature freshmen higher education dropout rates.                                                                                                                                                                 | The results indicate that students who are parents, have a job, are not the heads of their households, are enrolled in longer programmes and who attended adult high school are more likely to dropout of higher education during their first year of study.                                                                                                                        | One of Chile's largest higher education institutions, which has an important number of mature students from more deprived social sectors, was used as a case study. A quantitative methodology was applied, based on the estimation of logistic regression models, where freshmen dropout rates were defined as the dependent variable and three types of independent variable were considered. | Chilean context                                                                                                           |                      |                                                                                                                                                                                                                                                                                                                    |
| 90 | Ashley J.G. Gill                                                                                                           | 2021 | Difficulties and support in the transition to higher education for non-traditional students                   | Research in Post-Compulsory Education             | The transition to HE presents simultaneous educational, ecological and developmental changes for students and their capability to navigate changes may affect experience, satisfaction and engagement with courses. Social factors positively impact their progression, especially the support from peers. Relationships with both staff and peers support transition, with an effective induction praised.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Transition; higher education; support; difficulty; retention; widening participation                                                     | This paper explores the difficulties and support experienced by non-traditional students during their first-year transition to a sport and exercise course at a post-1992 university.                                                                                                                | Student support services were praised as supportive by students. Difficulties were experienced regarding work-loading, staff availability, and a hesitancy to seek support.                                                                                                                                                                                                         | Sixteen students were interviewed twice during their first academic year. Findings indicate that students feel anxious about the transition period, with low self-efficacy surrounding their academic potential, despite still being optimistic about their learning.                                                                                                                           | Recommendations are made to support post-1992 institutions' and non-traditional entrants' transition to Higher Education. |                      |                                                                                                                                                                                                                                                                                                                    |
| 91 | Deanna McCall Deborah Western Melissa Petrakis                                                                             | 2020 | Opportunities for change: What factors influence non-traditional students to enrol in higher education?       | Australian Journal of Adult Learning              | In recent years, the Australian federal government has sought to increase the diversity of students attending higher education through supporting students that have traditionally been under represented. This is due to a perception that the attainment of a higher education can enhance a graduate's life as they have greater access to professional positions, which may also lead to higher wages and better career stability. Most of the existing research is focussed on the student's process of deciding to enrol, and how to support students to succeed once they are enrolled, but fails to explore in-depth narratives of students' stated reasons of why they enrol, and if they consider these preconceptions to                                                                                                                                                                                                                                                                                                                                                                              | higher education, widening participation, educational equity, first-in-family, neo-liberalism, gender                                    | The study aimed to examine how the Australian federal government's 'Widening Participation' agenda has affected Australians' perception of higher education. The current research contributes knowledge by investigating factors that lead students to enrol in higher education.                    | The research argues that the concept of a 'traditional' student enrolled in higher education is outdated and that 'non-traditional' students are now the majority.                                                                                                                                                                                                                  | The study design utilises a systematic steps framework to address a problem area, create a study, analyse data and disseminate findings.                                                                                                                                                                                                                                                        | Australian context                                                                                                        |                      | It is important to examine how enrolment of non-traditional students has changed throughout the last fifty years, whether and how the 'Widening Participation agenda influenced enrolment of students and students' perceptions of the factors that led to their enrolment post completion of an enabling program. |
| 92 | Catherine A. Marshall                                                                                                      | 2013 | Good Foundations: Prediction of Degree Success in Non-traditional Students                                    | Widening Participation and Lifelong Learning      | This paper reports the findings of a Qualitative Comparative Analysis of factors affecting the success of mature, local and non-traditional Foundation students at Durham University. Consequently a case-led approach was thought to be more appropriate and the data was analysed using crisp set Qualitative Comparative Analysis (csQCA).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | social mobility, widening participation, non-traditional students, mature students, conscientiousness.                                   | One of the purposes of the study was to inform subsequent admissions and teaching and learning policies to support retention. Given the diverse nature of the students on the Foundation programme, traditional statistical methods were considered unlikely to identify the nuances within the data | Quantitative analysis based on existing data bases.                                                                                                                                                                                                                                                                                                                                 | The study reports the findings from analysing 234 cases of students who progressed to degrees at Durham University from the Foundation Centre and considers the effect of a range of inputs including the students' age, sex, origin, qualifications prior to entry, conscientiousness, programme of study and average score on the Foundation Programme on their                               |                                                                                                                           |                      |                                                                                                                                                                                                                                                                                                                    |
| 93 | Timothy D. Drysdale, Simon Kelley, Anne-Marie Scott, Victoria Dishon, Andrew Weighman, Richard James Lewis & Stephen Watts | 2020 | Opinion piece: non-traditional practical work for traditional campuses                                        | Higher Education Pedagogies                       | Traditional practical work for higher education in STEM subjects is under pressure from rising student numbers and a desired increase in active learning. Investing in more buildings and staff is financially challenging, while stretching existing resources affects outcomes, health, and participation. A more pragmatic approach is to embrace a less instrumentalist view of practical work in physical spaces and instead adopt a critical post-humanist approach which mixes both humanity and technology to achieve a sum greater than the parts, not bound by the limits of either. We share the experiences of leading UK exponents of non-traditional laboratories in the four main categories of simulation, virtual laboratories, real-asynchronous, and real-synchronous activities, as well as experts in scaling digital education initiatives for university-wide adoption. We foreshadow opportunities, challenges and potential solutions to increasing the opportunity for active learning by students studying at traditional campuses, via the complementary addition of non-traditional | Laboratories; practical work; experiments; simulations; remote laboratories; virtual laboratories; blended learning; pooling; automation |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                 | STEM project                                                                                                              |                      |                                                                                                                                                                                                                                                                                                                    |
| 94 | Catherine Meehan & Kristy Howells                                                                                          | 2018 | 'What really matters to freshers?': evaluation of first year student experience of transition into university | Journal of Further and Higher Education           | Measuring student experience in terms of satisfaction is a national measure used by prospective students when considering their higher education choices. Increasingly league tables are used as a means to rank universities with a limited interrogation of the reality of students' experiences. During the five year period, a number of interventions were undertaken by the academic staff to develop a learning community, based on the values linked to 'being, belonging, and becoming'.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Student experience; Student satisfaction; Being, belonging, becoming                                                                     | This study explored the question 'What really matters to freshers?' during their transition into higher education through to completion.                                                                                                                                                             | The results of this study suggest that three things matter to students about their experience, that is, the academic staff they work with, the nature of their academic study and feeling like they belong. A model is proposed which aims to demonstrate the impact of academic staff, studies and the learning community that develops through social and academic experiences at | Students on an academic undergraduate Early Childhood Studies degree (n = 530) over a five-year period completed a Student Experience Evaluation in their first term and this data was correlated with the National Student Survey data collected about their cohorts in the final term of their degree.                                                                                        | Participants are from an early childhood studies degree.                                                                  |                      |                                                                                                                                                                                                                                                                                                                    |
| 95 | Allen Gibson                                                                                                               | 2010 | Measuring business student satisfaction: a review and summary of the major predictors                         | Journal of Higher Education Policy and Management | Many studies have examined the reasons for students' satisfaction or dissatisfaction with their higher educational experience. However, no single paper reviews the major attributes of an educational program that are most commonly found to be significant predictors of student satisfaction. Not surprisingly, academic factors such as the quality of teaching, skills and knowledge acquired and the curriculum itself are the most significant determinants of overall satisfaction. A number of other non-academic factors, however, such as the student's feeling of 'belonging' and perceptions of the institution's responsiveness and concern, also contribute significantly to                                                                                                                                                                                                                                                                                                                                                                                                                     | business students; student satisfaction; surveys                                                                                         | This paper is intended as a starting point for those who may be designing a student satisfaction survey or those who simply wish to learn about the attributes of an academic program most likely to influence student opinion of the program.                                                       | This paper reviews the major attributes that most influence students' perceptions of overall satisfaction with particular emphasis on business students' satisfaction.                                                                                                                                                                                                              | Systematic review                                                                                                                                                                                                                                                                                                                                                                               | Discusses the importance of academic and non-academic factors in student satisfaction                                     |                      |                                                                                                                                                                                                                                                                                                                    |
| 96 | A.R.J. Briggs, J. Clark & I. Hall                                                                                          | 2012 | Building bridges: understanding student transition to university                                              | Quality in Higher Education                       | The article goes on to offer a model of the process of transition and the formation of learner identity. This has clear implications for practice for higher education administrators, academics and quality officers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | student transition; school, university; effectiveness; organisational processes; learner identity.                                       | This article explores challenges in ensuring effective student transition from school or college to university. It examines the complex liaison needed for students to progress to appropriate courses, settle into university life and succeed as higher education learners.                        | It proposes that the development of higher education learner identity is essential to student achievement and is initially encouraged where schools, colleges and universities adopt integrated systems of transition.                                                                                                                                                              | Secondary data (international literature on transition and the formation of learner identity) are analysed to identify underpinning concepts. Primary data are taken from two studies of student transition in England using student and staff surveys, student focus groups, staff interviews and staff-student                                                                                | Considers transition from college to university                                                                           |                      |                                                                                                                                                                                                                                                                                                                    |
| 97 | Lyne Leveson, Nicola McNeill & Therese Joiner                                                                              | 2013 | Persist or withdraw: the importance of external factors in students' departure                                | Higher Education Research & Development           | The role of institutional factors in students' intentions to persist with or withdraw from their studies is well established in the literature. More recently, the influence of factors external to the institution has been highlighted as well. One important implication of these results is that factors that sit largely outside the ambit of an institution's control may be placing significant, but perhaps unrecognized, constraints on the ability of that institution to improve retention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | business education; student intentions; engagement; higher education; retention                                                          | This study investigates the relationship between levels of engagement of first-year students under taking a core business subject at a large university in Australia and their departure intentions.                                                                                                 | It was found that their propensity to persist was positively associated with their reported involvement and engagement with their studies but negatively associated with certain external factors- time spent on paid work, commuting and caring for others.                                                                                                                        | The data for this research were collected using the SEQ (Australian Council for Educational Research, 2011), the survey instrument for the annual AUSSE surveys                                                                                                                                                                                                                                 | Australian context                                                                                                        |                      |                                                                                                                                                                                                                                                                                                                    |

| #   | Author/s                                                                                           | Year | Title                                                                                                                                                                                                                                                               | Source                                    | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key words                                                                                                                       | Research question/ topic/problem                                                                                                                                                                                                 | Contribution(s) / Findings                                                                                                                                                                                                                                   | Design: theory, key concepts and method                                                                                                                                                                                                                                                                 | Why relevant/ problematic                                                        | References to follow | Notes                                                                                                                                                                                                                     |
|-----|----------------------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 98  | Fair-Wharton, Ben; Charles, Michael B; Keast, Robyn; Woolcott, Geoff; Chamberlain, Daniel          | 2018 | Why lecturers still matter: the impact of lecturer-student exchange on student engagement and intention to leave university prematurely                                                                                                                             | Higher education                          | In an era when low student engagement and attrition is often attributed to individual demographic factors, and lecturers are under increasing threat of being replaced by technology, this research offers compelling evidence regarding the role of lecturer-student relationships in enhancing tertiary student outcomes.                                                                                                                              | Retention. Student-centred learning. Lecturers. Achievement. Engagement. Student-LMX                                            | This research examines the impact of lecturer-student exchange( student-LMX) on engagement, course satisfaction, achievement, and intention to leave university prematurely for 363 students in one Australian university.       | The results indicated that student's levels of engagement and course satisfaction fully mediated the relationship between student-LMX and intention to leave university, when demographic and socio-economic factors were controlled for.                    | Survey and grade point average (GPA) data were collected from domestic undergraduate first- and second-year students and analysed using structural equation modelling.                                                                                                                                  | Australian context                                                               |                      |                                                                                                                                                                                                                           |
| 99  | Ana Lobo                                                                                           | 2012 | Will I/e Meet Again?: Examining the Reasons Why Students are Leaving First Year University Courses and Moving Towards an Approach to Stop Them                                                                                                                      | The international journal of learning     | Competition for students in a global market is intense. High attrition rates amongst university students are one of the underlying undesirable factors in the marketing mix tertiary institutions use to attract students (Schwartz, 2007). Not surprisingly, in a higher education environment where federal funding arrangements have started to focus on student completions rather than employment, it is essential to determine why students leave. | Student Attrition, University Students, First-year Student Retention, Foreign Language Student Attrition, University Withdrawal | This paper explores why students abandon their studies, and how to identify at-risk students for preventive intervention.                                                                                                        | Through a review of the international literature, this paper introduces 17 factors why students claim to withdraw from their studies.                                                                                                                        | Systematic examining the international literature in the area of student retention and attrition                                                                                                                                                                                                        | Identifies 17 reasons highlighted by studies for early withdrawal.               |                      | In order to better understand the different dimensions involved in student attrition and retention it is important to determine the salient factors students give for withdrawing from their first-year tertiary courses. |
| 100 | Forbus, P., Newbold, J.J. and Mehta, S.S.                                                          | 2011 | A study of non-traditional and traditional students in terms of their time management behaviours, stress factors, and "When it comes to what employers are looking for, I don't think I'm it for a lot of them": class and capitals in, and after, higher education | Academy of Educational Leadership Journal | Non-traditional students have been returning to colleges and universities at a rapidly growing rate. Non-traditional students experienced differing levels of motivation, campus involvement, and participation in social activities from their traditional counterparts which related to time management issues and lead to differing levels of stress and methods of coping between the two groups of students.                                        | Traditional, and non-traditional students. Stress, levels of motivation.                                                        | This study investigated the stress factors and methods of coping of these non-traditional students during their university experience as compared to traditional students.                                                       | The research indicates that non-traditional students bring different expectations for the college experience, were less involved in various college social activities and were less interested in "having a good time" in college than traditional students. | A survey was conducted at a four-year southwestern state university that was projectable to the entire student population. Respondents were queried with regard to demographics, attitudes, behaviours and outcomes, such as grade point average, levels of stress and coping strategies in the college | Comparison of coping with stress among traditional and non-traditional students. |                      |                                                                                                                                                                                                                           |
| 101 | Barbara Merrill, Fergal Finnegan, Jerry O'Neill & Scott Revers                                     | 2020 | How fair is access to more prestigious UK universities?                                                                                                                                                                                                             | Studies in Higher Education               | Much research on adults in higher education has focused on issues of access and participation. As a result little is known about what happens to working-class students after leaving university even though employability is high on the agenda HE research on this topic in relation to such students is sparse. The stories also indicate a sense of precarity in their life course in a society which has become highly reflexive and fluid          | Non-traditional students; employability class inequalities; biographical; higher education                                      | This research focuses on the voices of working-class students and their aspirations in relation to employability.                                                                                                                | Their stories reveal an awareness of class inequalities in the labour market in relation to cultural, economic and social capital and issues of locality, gender and age.                                                                                    | Using two student narratives this paper draws on the findings of two countries, England and Ireland, from a six-country European projection employability of non-traditional students using biographical research methods.                                                                              |                                                                                  |                      |                                                                                                                                                                                                                           |
| 102 | Yikki Boliver                                                                                      | 2013 | Access, retention, attainment and progression: an integrative review                                                                                                                                                                                                | The British Journal of Sociology          | Now that most UK universities have increased their tuition fees to £9,000 a year and are implementing new Access Agreements as required by the Office for Fair Access, it has never been more important to examine the extent of fair access to UK higher education and to more prestigious UK universities in particular.                                                                                                                               | Fair access; higher education; Russell Group universities; tuition fees                                                         | The paper attempts to assess if the access to prestigious universities in the UK is fair where 'fair' is taken to mean equal rates of making applications to and receiving offers of                                             | The empirical findings show that access to Russell Group universities is far from fair in this sense and that little changed following the introduction of tuition fees in 1998 and their                                                                    | This paper uses Universities and Colleges Admissions Service (UCAS) data for the period 1996 to 2006 to explore the extent of fair access to                                                                                                                                                            | Equal access to universities.                                                    |                      |                                                                                                                                                                                                                           |
| 103 | Liz Austen, Rebecca Hodgson, Caroline Heaton, Nathaniel Pickering, Jill Dickinson, Rachel Mitchell | 2021 |                                                                                                                                                                                                                                                                     | Advance HE                                | The findings suggest clear relationships between each area – access, retention, attainment and progression – in terms of intervention design and holistic impact on more than one outcome measure.                                                                                                                                                                                                                                                       | Literature review, Access, retention, progression                                                                               | This integrative literature review presents evidence of demonstrable impact from interventions which seek to enhance student access, retention, attainment and progression in higher education, published between 2016 and 2021. | Thematic areas include: financial support; admissions/application processes; bridging programmes; outreach activities; extra-curricular activities; and information, advice and guidance.                                                                    | Inclusion and exclusion criteria were applied to 13,810 sources resulting in 161 pieces of literature being included in the evidence base, distributed across access (n=45), retention (n=25), attainment (n=67), and progression (n=24) areas.                                                         |                                                                                  |                      |                                                                                                                                                                                                                           |

# Part 3

## Preliminary review of literature

### 3.1. Introduction

The focus of this preliminary review of literature is to identify possible gaps in relation to withdrawal of non-traditional students from higher education in the UK.

There has been an increasing concern about the high rates of non-completion among non-traditional students in higher education in the UK (Gilardi and Kahu, 2013; Schuetze, 2014). Non-traditional students (NTS) are individuals who do not fit the typical profile of a university student in terms of age, background, and prior education. They are often defined as mature students aged 21 or over, part-time students, students from lower socio-economic backgrounds, students with caring responsibilities, and those who have previously dropped out of higher education (HE) (Gilardi and Guglielmetti, 2011; Kahu, 2013; Schuetze, 2014).

Withdrawal from HE is a complex issue that affects all students, but it is more prevalent among NTS (Camilleri, 2019). This literature review will critically analyse the literature on the withdrawal of NTS from HE in the UK since 2010. The review will explore and identify possible themes related to the reasons for withdrawal, the impact of withdrawal on NTS and institutions, and the strategies that institutions can use to reduce withdrawal rates.

### 3.2. Broad themes emerging from the review.

Withdrawal of NTS from HE in the UK is a complex issue that has received significant attention from scholars and policymakers in recent years (Callender and Dougherty, 2018; Heathcote, Savage and Hosseinian-Far, 2020; Wong, 2021; Morris, 2022). In this critical review of literature, an overview of the key themes and findings are provided from existing research on this topic as explained below.

#### 3.2.1. Factors related to withdrawal.

A review of the literature on this topic reveals that there are many factors that contribute to the withdrawal of non-traditional students from higher education.

One of the key themes that emerges from the literature is the importance of understanding the reasons why NTS withdraw from higher education. Several studies have identified factors such as financial pressures, family responsibilities, and work commitments as key drivers of withdrawal for non-traditional students (Marshall, 2013; Heathcote, Savage and Hosseinian-Far, 2020). Other studies have highlighted the role of academic support and social integration in mitigating withdrawal among non-traditional students (Merrill, 2012).

- Financial constraints.

One key factor is financial constraints, with many non-traditional students struggling to afford the costs of higher education (Austen *et al.*, 2021). This can be exacerbated by the fact that non-traditional students are often ineligible for traditional sources of financial support, such as student loans and grants (ibid).

NTS are more likely to come from lower socio-economic backgrounds and may face financial constraints that make it difficult for them to continue their studies. According to Higher Education Statistics Agency (HESA), (2022), 39% of NTS cited financial difficulties as the reason for withdrawal compared to 27% of traditional students.

- Academic readiness.

Another factor that contributes to the withdrawal of non-traditional students is a lack of academic preparation. Non-traditional students may have been out of education for a significant period and may not have the necessary academic skills to succeed in higher education. This can lead to feelings of isolation and a lack of confidence, which may contribute to their decision to drop out.

NTS may lack the necessary study skills and academic background to cope with the demands of HE, leading to poor academic performance and withdrawal (Kurantowicz and Nizinska, 2013; Holmegaard, Madsen and Ulriksen, 2017; Christie *et al.*, 2018; Wong and Chiu, 2019).

- Multiple responsibilities.

Personal issues, such as health problems, family responsibilities, and work commitments, can also contribute to the withdrawal of non-traditional students from higher education. Many non-traditional students may be juggling multiple responsibilities, which can make it difficult to commit to the demands of higher education (Marandet and Wainwright, 2010; Merrill, 2012).

NTS may also have caring responsibilities, which may limit their ability to attend lectures and complete assignments. This can lead to a lack of engagement with their studies and ultimately withdrawal (Marandet and Wainwright, 2010; Wainwright and Marandet, 2010; Francois, 2014).

### 3.2.2. Impact of withdrawal

The withdrawal of NTS from HE has several negative impacts. First, it has an impact on the individual student. Withdrawal can lead to a loss of confidence, a sense of failure, and a lack of opportunities for personal and professional development (Stuart *et al.*, 2011; Turner *et al.*, 2017). Second, withdrawal can have a negative impact on institutions. It can lead to a loss of revenue, a decline in reputation, and a decrease in student diversity (Farr-Wharton *et al.*, 2018; Meehan and Howells, 2018). Third,

withdrawal can have wider societal implications. NTS who withdraw from HE may face limited career opportunities, lower earnings, and reduced social mobility, which can perpetuate social inequalities (Farr-Wharton *et al.*, 2018; Austen *et al.*, 2021).

### 3.2.3. Strategies to improve retention.

Several strategies have been suggested to reduce withdrawal rates among NTS in HE in the UK.

One strategy is to provide financial support. This can include bursaries, scholarships, and hardship funds to support students who are experiencing financial difficulties (Moxey *et al.*, 2022). Another strategy is to provide academic support. This can include study skills workshops, one-to-one tutoring, and peer support programs to help NTS develop the necessary academic skills to succeed in HE (Merrill, 2012; Mc Taggart, 2016). Institutions can also provide flexible learning options such as part-time and distance learning to accommodate the needs of NTS with caring responsibilities (Munro, 2011). Additionally, institutions can provide targeted support for NTS who are at risk of withdrawal, such as those who have previously dropped out of HE or who are struggling academically (Mountford-Zimdars *et al.*, 2017; Finnegan *et al.*, 2019).

In summary, despite the challenges faced by non-traditional students, there are strategies that institutions can use to support their retention and success in higher education. For example, providing financial support and flexible learning options, such as online courses, can help non-traditional students to balance their multiple commitments. Additionally, providing academic support and mentoring can help non-traditional students to develop the necessary academic skills and confidence to succeed in higher education.

### 3.2.4. Designing of Institutional policies

A related theme that emerges from the literature is the importance of designing policies and interventions that are tailored to the specific needs of non-traditional students. For example, several studies have argued that financial support programs,

such as bursaries and grants, can be effective in reducing withdrawal rates among non-traditional students (Carreira and Lopes, 2021). Other studies have highlighted the importance of providing non-traditional students with access to tailored academic and pastoral support (Marshall, 2013; Cotton, Nash and Kneale, 2017; Callender and Dougherty, 2018; Ambrósio, E Sá and Simões, 2019).

Another important theme that emerges from the literature is the need to address the systemic barriers that can prevent non-traditional students from accessing and completing higher education. For example, several studies have identified issues such as limited access to flexible study options and inadequate recognition of prior learning as key barriers to participation and success for non-traditional students (Marandet and Wainwright, 2010; Wainwright and Marandet, 2010; Wyatt, 2011; Morris, 2022). Addressing these barriers may require changes to institutional policies and practices, as well as broader societal and cultural shifts.

In terms of policy and practice, the literature highlights the importance of taking a holistic and inclusive approach to supporting non-traditional students in higher education. Several studies have argued that interventions and support programs should be designed with a view to addressing the multiple and intersecting challenges that non-traditional students may face (Merrill, 2014; Safford and Stinton, 2016; Chung, Turnbull and Chur-Hansen, 2017). This may involve a range of strategies, such as flexible study options, targeted financial support, tailored academic and pastoral support, and efforts to foster a sense of community and belonging among non-traditional students (Harrison and Hatt, 2012; Murray, 2013; Xuereb, 2014; Moreau and Kerner, 2015). Importantly, such interventions should be co-designed with non-traditional students themselves, and should be based on a deep understanding of their needs and experiences (Moogan, 2011; Briggs, Clark and Hall, 2012; Howell and Buck, 2012; Wong, 2021).

### 3.2.5. Role of previous experiences

Another important theme that emerges from the literature is the role of prior educational experience in shaping the experiences and outcomes of non-traditional students in higher education (Uddin, 2023). Several studies have highlighted the

importance of recognising and valuing the prior learning and experiences of non-traditional students, particularly those who have taken non-traditional pathways into higher education (Roberts, 2018; Oldfield *et al.*, 2019; Chrysikos and Catterall, 2020; Qureshi, Khawaja and Zia, 2020). These studies argue that prior educational experience can provide non-traditional students with valuable skills, knowledge and confidence that can support their success in higher education. However, non-traditional students may also face challenges in adapting to the academic culture and expectations of higher education, particularly if they have had limited prior exposure to formal education (Bennett and Kane, 2010; Kurantowicz and Nizinska, 2013; Roberts, 2018).

The literature also highlights the importance of considering the broader social and cultural context in which non-traditional students are situated. Several studies have argued that social and cultural factors, such as social class, gender, ethnicity, and age, can have a significant impact on the experiences and outcomes of NTS in HE (Ansari, 2011; Rose-Adams, 2013; O'Sullivan *et al.*, 2019). For example, research has shown that students from working-class backgrounds may face cultural barriers to academic success, such as negative stereotypes and lack of cultural capital (Holmegaard, Madsen and Ulriksen, 2017). Similarly, female students may face gendered expectations and biases that can impact their confidence and sense of belonging in higher education (Hewitt and Rose-Adams, 2012; Webb and Cotton, 2018; McCall, Western and Petrakis, 2020).

### 3.2.6. Comparative studies

Furthermore, the existing literature tends to focus on the experiences of non-traditional students in the UK, and there is a need for comparative studies that explore the experiences of non-traditional students in other countries (Heathcote, Savage and Hosseinian-Far, 2020). This could help to identify commonalities and differences in the experiences of non-traditional students across different contexts and inform the development of effective interventions that are tailored to the needs of specific student populations (Hemsley-Brown and Oplatka, 2010).

### 3.3. Indication of possible gaps in literature

While the existing literature sheds light on the reasons why non-traditional students withdraw from higher education in the UK, there are several gaps in the research that need to be addressed.

#### 3.3.1. Intersectionality:

Research has shown that non-traditional students face multiple and intersecting barriers to retention, including social and cultural barriers, financial barriers, and academic challenges (Marandet and Wainwright, 2010; Zepke, Leach and Butler, 2011; Chesters and Watson, 2016; Safford and Stinton, 2016). However, there is a need for more research that examines how these barriers interact and impact students' experiences. For example, research could explore how gender and race intersect with social and cultural barriers to affect non-traditional students' sense of belonging and academic confidence.

#### 3.3.2. Longitudinal studies:

Cross-sectional studies and retrospective analyses of student data have provided valuable insights into the factors that contribute to non-traditional student withdrawal (Department for Children, 2009; Howell and Buck, 2012; Aljohani, 2016; Kahu and Nelson, 2018). However, there is a need for more longitudinal studies that follow non-traditional students over time to better understand how these factors change over time and how they contribute to withdrawal. Longitudinal studies can also help to identify key transition points in the student journey where support is most needed.

### 3.3.3. Student perspectives:

While existing research has highlighted the various barriers and challenges faced by non-traditional students, there is a need for more research that centres the perspectives and experiences of these students themselves (Stuart *et al.*, 2011; Turner *et al.*, 2017; Meehan and Howells, 2018). By engaging with non-traditional students as active participants in research, a better understanding of their unique experiences and perspectives can be gained (Schofield *et al.*, 2013). This can inform more effective strategies for retention and success. Research that uses participatory methods, such as focus groups and co-design, can help to ensure that the voices of non-traditional students are heard and valued (Moogan, 2011; Moxey *et al.*, 2022).

One such gap is the need for a more nuanced understanding of the experiences of non-traditional students, including their unique challenges and needs. For example, research by Lynam *et al.* (2022) highlights the importance of exploring the voices of non-traditional students to gain a deeper understanding of their experiences.

### 3.3.4. Institutional practices:

Another gap in the literature is the need for more empirical studies that explore the effectiveness of interventions designed to support non-traditional students. While some research has examined the impact of specific interventions, such as flexible learning spaces (Gilardi and Guglielmetti, 2011; Finnegan *et al.*, 2019), there is a need for more systematic and rigorous evaluations of such interventions. This would help to identify best practices and inform policy and practice aimed at supporting non-traditional students.

Research has identified several institutional policies and practices that can impact non-traditional student retention, including flexible course structures, tailored support programs, and diverse teaching staff (Calvo *et al.*, 2020; Drysdale *et al.*, 2020). However, there is a need for more research that examines the impact of specific practices and interventions on non-traditional student retention. For example, research could explore the impact of peer mentoring programs, financial support initiatives, or mental health interventions on non-traditional student retention.

Overall, addressing these gaps in the literature on non-traditional student withdrawal can help to develop more effective strategies for supporting non-traditional students in UK higher education.

### 3.4. Suggested research questions.

Based on the gaps identified above, the following research questions have been proposed for further exploration.

1. How does factors/barriers causing student withdrawal, impact the various demographical subgroups of NTS?
2. How effective are the intervention mechanisms used by a chosen HEI?
3. What activities can be carried out further to reduce the number of students withdrawing from the programme?

### 3.5. Conclusion

Overall, the literature suggests that there is a need for institutions to do more to support non-traditional students in higher education. By understanding the challenges faced by these students and implementing strategies to support their retention and success, institutions can help to improve the outcomes of non-traditional students in higher education in the UK.

Overall, the literature suggests that withdrawal of non-traditional students from higher education in the UK is a multifaceted issue that requires a range of interventions and strategies. To effectively address this issue, policymakers and institutions must be willing to invest in tailored support and flexible policies that enable non-traditional students to succeed in higher education. Future research in this area should continue to explore the specific needs and experiences of different

groups of non-traditional students, as well as the effectiveness of different types of interventions and support programs.

In summary, the selection of literature on studies related to withdrawal of non-traditional students from higher education in the UK has identified important factors contributing to this issue. There are several gaps in the research that need to be addressed to gain a more comprehensive understanding of the experiences of non-traditional students and inform effective interventions aimed at supporting their success.

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