



Stepping up to the Second Year at University: Academic, psychological and social dimensions (Research into Higher Education)

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Programmes in higher education tend to focus attention on the student's first year (because of concerns about student transition and retention) and on their final year (because of student exiting for their future careers). The middle year(s) of programmes receive relatively little attention which can often lead to a slump in student development at a crucial point in their studies. *Stepping up to the Second Year at University* provides practical advice that can be implemented by staff throughout higher education institutions. Rather than providing a set of prescriptions to be slavishly implemented, it prompts practitioners to think constructively about curriculum design and delivery, and about maximising student potential within the context of their particular institution. Amongst the questions asked in this book are:

- In what way do students' perceptions of their experience shift as they progress through the first two years of study?
- How do psychological factors bear on student engagement and performance in the second year?
- What in the second-year curriculum might need greater attention?
- How can the analysis of institutional data help?

This book, builds on critiques existing international research on the mid-years experience and also features evidence from a significant new research project from Liverpool John Moores University, provides a number of starting points for institutions' enhancement activities as they seek to make the experience of their students as rewarding as possible. It is a must read for institutional managers of higher academic programmes, higher education practitioners and anyone interested in the development of teaching at higher education level.

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