# Submissions Abstract Book - All Papers (All Submissions)

**0074**

An investigation of self-efficacy: Can it help us to understand and improve the retention and progression of our students in the era of TEF?

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**Research Domain:** Student experiences (SE)

**Abstract:**

Retention and progression issues are complex problems which are facing the sector. Therefore the academic self-efficacy of our students is something we need to explore to determine if we can provide more suitable support mechanisms and delivery modes of our traditional degrees. This study examines the self-efficacy of year one students and is the initial phase of a longitudinal project, tracking students through their programmes to learn which factors affect students' academic self-efficacy and the points at which our programmes have a positive or negative effect on the self-efficacy of particular sub-groups. We can then observe when and if any differences in self-efficacy arise across sub-groups, informing our understanding of the attainment gap for black and minority ethnic students (McDuff et al, 2018) and enabling us to monitor any difference in self-efficacy for the students with lower entry qualifications who progress to year one via the foundation year of our Extended programmes (Harwood, 2016).

**Paper:**

Harwood, D (2016), Extended science: a powerful tool in widening participation, *Journal of Learning Development in Higher Education,* Issue 10. ISSN: 1759-667X.

Warren, E and Reilly, D (2019), Addressing the attainment gap: Business Schools can lead the way by providing an inclusive approach to the student experience, *Chartered Association of Business Schools* [online], available from https://charteredabs.org/addressing-the-attainment-gap-business-schools-can-lead-the-way-by-providing-an-inclusive-approach-to-the-student-experience/