FIRST YEAR CHECKLIST FOR STUDENT SUCCESS

Priority Area	1. Early Orientation — Joining the TU Dublin Community	2. Extended Orientation (Developing a sense of Belonging)	3. Peer Engagement/ Mentoring	4. Assessment and Feedback	5. TU Dublin Graduate Attributes/Skills for Success/sustainability	6. Learning Spaces
High Priority Actions (core to student success, their well being and aligned to TU Dublin values)	1.1 All incoming students are informed of the orientation dates as early as possible.	2.1 Sessions outlining key steps and skills for success on each programme are provided	3.1 Engagement activities with peer mentors/ students from later years of the programme are integrated within the first semester	4.1 A clear assessment and feedback strategy is provided within the first two weeks of the semester.	5.1 All students are made aware of what it means to be an employable graduate within their discipline	6.1 Baseline activities for each module are supported by key information provided through the VLE.
	1.2 Students are told about any device or technology requirements for their first year, well in advance	2.2 Supporting your learning workshops with online resources, linking to student services, celebrating diversity and ensuring inclusivity	3.2 A phased Peer Mentoring scheme is implemented in each School.	4.2 All students receive a programme assessment schedule within the first two weeks of the semester.	5.2 All students are provided with information about modules where they can develop and get feedback on graduate attributes and first year skills for success	6.2 Students have access to a choice of learning spaces and links to resources to support their learning from year one onwards
	1.3 All key staff who teach and are involved in supporting first year students meet and welcome students (albeit briefly) during early orientation process	2.3 Key dates/ deadlines (e.g. review week, withdrawal, fees, etc.) are clearly outlined to students.	3.3 Each School has a Peer Mentoring Coordinator (this is not necessarily a first-year tutor).	4.3 All students have regular opportunities to obtain timely, quality feedback, from different sources, on their learning and progress.	5.3 Students have early engagement with external communities e.g. alumni, employers, industry groups, professional bodies, community groups	6.3 All University's spaces and activities are recognised as providing opportunities for both individual and collaborative learning.
	1.4 Engagement/ Icebreaker activities between peers are implemented here and within the first two weeks of semester one.	2.4 Core information related to first-year modules is made available in one online location	3.4 Institutional support and training is available through a peer mentor coordination network.	4.4 All students have at least one assessment with formative feedback for each module within the first seven weeks of their programme.	5.4 Discipline (specific and generic) skills for success are integrated from year one on all programmes in line with TU Dublin graduate attribute achievement	6.4 Students are encouraged to utilise informal learning spaces by becoming involved in external/ co-curricular activities
	1.5 Students have adequate information on programme/ module choices and opportunities for progression.	2.5 A strategy for the early identification and support of students who might not progress into year two is in place.		4.5 Requirements and regulations including Academic Integrity are clearly explained with additional support provided for first assessments		6.5 All University physical and virtual learning spaces are welcoming, inclusive and accessible to all students