# Improving success and satisfaction of Level 3 credit transfer students on Q64

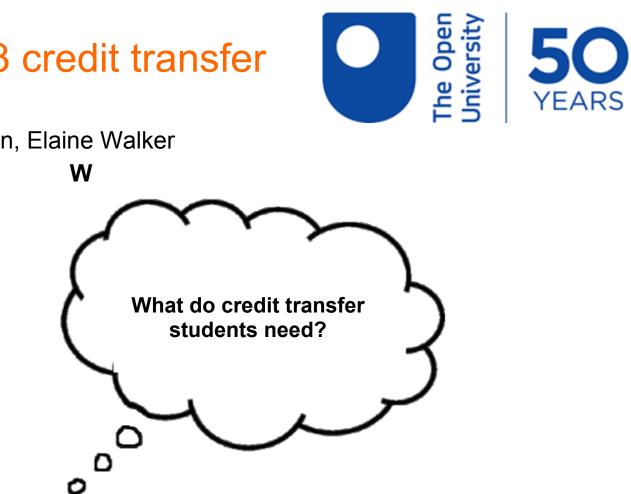Eleanor Crabb, Catherine Halliwell, Jane Loughlin, Tanya Noon, Clare Dunn, Elaine Walker

## What is the problem?

- Numbers of students using maximum credit transfer (240 pts) is increasing on S315 and S317 and the majority are new to distance learning.

- Among new students entering directly at L3 on Q64, the module pass-rates are lower than among continuing students, in a large part due to high drop-out rate of these students.

- Particular issue for students registered on the Open degree where students are awarded the maximum level of CT (D. Appleton, Senior Advisor Science SST); to maximise CT, students may join the Open degree and start S315 and S317 regardless of whether they have background knowledge for these modules.

- Across all qualifications a higher proportion of 240 credit transfer students get 3rd class honours than 120 credit transfer or no credit transfer students, and a lower proportion get 1st class honours (RPL workshop data).

## Research Questions

- What can be done to ensure that students are on the correct module?
- What do 240-credit transfer students do to acclimatise themselves to distance learning at the OU and how effective is it in terms of success and satisfaction?
- What 'quick fixes' can we put in place to help credit transfer students transition successfully into the OU?
- What does evaluation of these fixes suggest we put in place for the longer term?

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What do credit transfer students need?

## Methodology

- Analysis of data for 18J and previous years for students transferring to the OU with 240 credits and registered for QD, R28 or Q64.
- Pro-active support by SST for QD students reserved on L3 Science modules for 19J
- Student-led focus groups/interviews in June shortly after the exams; semi-scripted and analysed thematically to identify any common issues and support measures that might be most helpful.
- Create or adapt existing resources and websites, and set up peer support / student buddy system for 19J based on interview outcomes.
- Evaluation of effectiveness of interventions – alterations in study plans; retention and pass-rates.

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