**Understanding Passive Withdrawal Behaviour on S111**

Maria:

In every presentation of S111, Questions in science, there is around 12 to 18% of the students who remain registered until the end of the module but have had limited or no engagement with the module content and assessment. This is despite attempts from ALs and SST to contact them.

As S111 has a single component assessment strategy, students are included in the final statistics for the module. Passive withdrawal is not a new issue, although it is not necessarily understood what the reasons or triggers might be. Reaching passive withdraws is notoriously difficult.

Our approach is to combine data including demographics, VLE engagement and assessment data, with information about individual student contact from VOICE records for engagement data. This will provide a greater understanding of the students’ study behaviours, circumstances and motivations. By understanding a students' motivation, or lack of, we hope we gain an insight into

wider issues around students’ registration, induction and OU communications with the students, as well as potentially any pinch points on S111 itself.

Our passive withdrawals were those students that did not submit end of module TMA, 40% of S111 single component assessment, and did not pass the module since the module could be passed without submitting the end module TMA. In this project, we will be looking at data across five presentations, J and B, from

20J to 22J consisting of 984 students, giving the size of our data set and the approach we wish to take later in the project, to mine VOICE and tuition records, we elected to first identify common assessment behaviours that might define a smaller group of students.

Early findings of this study are presented in the poster.