

Student Success and the Influence of a Prerequisite Module for Investment Students at an Open Distance Learning Institution

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KEYWORDS Foundation Knowledge. Higher Education. Performance. Prerequisite. Success Rate

ABSTRACT Literature emphasises the inclusion of prerequisites in curriculum development in order for students to obtain foundation knowledge to be successful. Prerequisites assist students to assess their readiness by evaluating their familiarity with the discipline-specific knowledge. The research investigated whether a relationship exists between success in the prerequisite and the pass rate and success in the higher-level module. The population of the study consists of students who completed both modules between 2010 and 2012. Descriptive paradigm, applied regression and correlation analysis to establish whether a positive linear relationship exists. A significant moderate correlation, $r(830) = .416; p < .001$ exists between the percentage obtained in the two modules. The prerequisite mark is however not a good predictor of results in the higher-level module. The implications for higher education are to evaluate course development to align foundation and higher-level knowledge; to implement outcome-based assessment measures; and to highlight the importance of prerequisites to students.