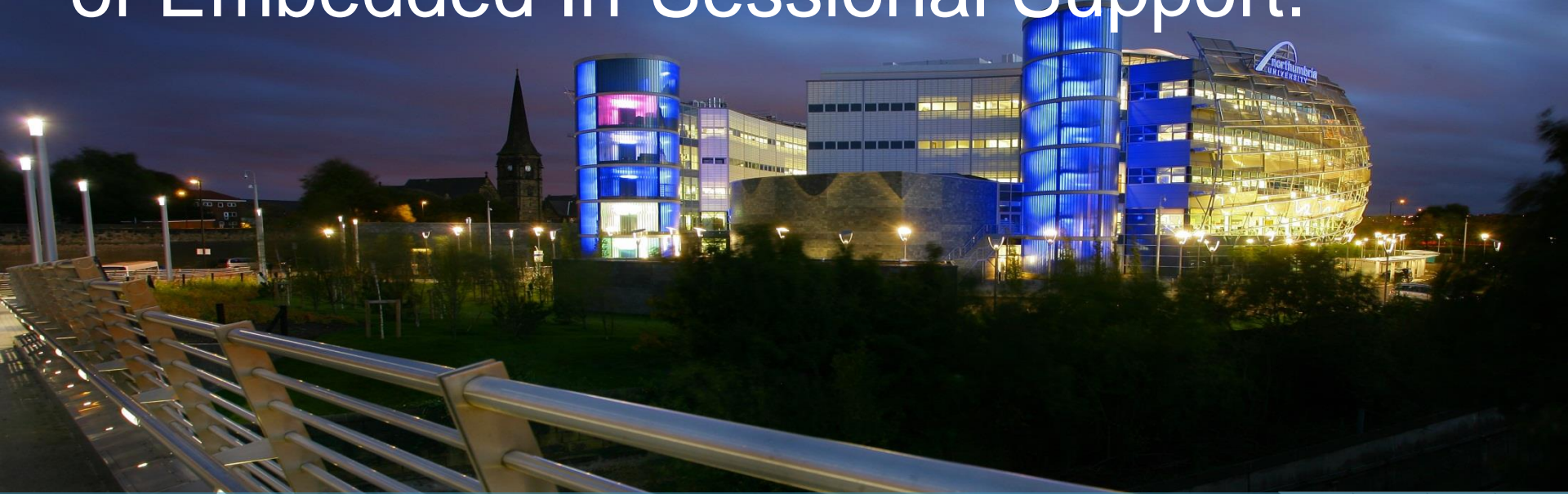


Benefits, Challenges and Practicalities of Embedded In-Sessional Support.



Ian Carey

Academic Skills Coordinator for Business & Law

ian.carey@northumbria.ac.uk

Our Students

- 32,000 students in total at Northumbria University
- 3,500 students in total on campus in Business & Law
- 1,000 International students
- Mostly final year top-up or post graduates

Our Programme

- Known as ESAP or Academic Skills
- Automatic registration onto the main programme for all international students
- Separate provision for each level (4, 5, 6 & PG)
- Mostly 10 x 60 mins sessions per semester
- Focus on effective use and expectations rather than language level
- Additional elective sessions for listening & speaking
- 1-1 Tutorials in the second half of each semester
- Bespoke materials held in shared drive
- Approximately 1,500 hours over 20 weeks
- Six staff (5 FTE)

The C.E.M. Model

- Contextualisation – Delivering the skills support in the context of the host programme
- Embedding – Ensuring the skills team and the skills sessions are seen as integral to the programme
- Mapping – Ensuring that the skills sessions are delivered at the time the students most need them

Sloan, D. E. & Porter, E. (2008) The CEM Model Contextualising Insessional Language and Study Skills Support for International and EU students. Red Guides Paper 46. Retrieved 14/03/2016 from <http://nrl.northumbria.ac.uk/9981/1/redguide46.pdf>

Practicalities - Embedding

Staff Perception

- Informal integration
- Formal integration

Student Perception

- Academic skills are modularised & timetabled
- (non) Attendance is followed up
- Extensive use of E- Learning Portal
- Some modules are joint modules with Business staff

Contextualisation & Mapping

Low level

All texts and examples contextualised to Business (or Law)

High level

- Presentations
- Specific assignments briefs
- Reflective writing
- Literature reviews
- Dissertation proposals
- Dissertations

Session	Title	Notes
1	Introduction to Academic Skills	<ul style="list-style-type: none"> • Module expectations • Understanding British University expectations
2	Reflective Writing for HR0154	<ul style="list-style-type: none"> • What are tutors looking for in reflective writing • How to go beyond description into reflection and analysis
3	Reading Strategies	<ul style="list-style-type: none"> • Strategies more managing high reading loads • Understanding different kinds of reading • Identifying key strategies for different types of reading
4	Summarising and Paraphrasing Skills part 1	<ul style="list-style-type: none"> • The differences between summarising quoting & paraphrasing • Identifying key information • Using notes to avoid plagiarism • Demonstrating understanding
5	Summarising and Paraphrasing Skills part 2	<ul style="list-style-type: none"> • A workshop to practice and develop the skills introduced in part 1
6	APA Style Citations	<ul style="list-style-type: none"> • How to correctly cite sources in APA style • Integral and non-integral citations • Demonstrating criticality
7	APA Style Referencing	<ul style="list-style-type: none"> • How to format reference in APA style for 6 common types of source
8	Assignment Skills for MO0124	<ul style="list-style-type: none"> • Understanding the assignment brief • Looking at previous example to identify good and bad practice
9	Improving your Academic Writing Style	<ul style="list-style-type: none"> • Objectivity • Formality • Precision
10	Semester Review	<ul style="list-style-type: none"> • A review of the key points from the semester's seminars

Contextualisation & Mapping

- Dialogue with Business tutors

Access to

- Module descriptors
- Assessment briefs
- Assessment criteria
- Past papers / assignments

Benefits

- Profile & integration
- Two way communication with Business staff
- Relevance of materials
- Timetabling
- Attendance
- Achievement?

Challenges

- Changing the host faculty perception
- Complexity of timetabling
- Keeping up with module & programme changes
- Staffing
 - Committed
 - Willing to develop and share contextualised materials
 - Proactive
 - Patient
 - Long –term

The Future

- Reaching the right students
- More flexible delivery patterns
- Online support
- Return to language improvement?
- Credit bearing modules

Summary

- The CEM model is now established in the Faculty of Business & Law
- There is genuine two-way communication between EAP and Business & Law tutors.
- A large proportion of the materials are fully contextualised and mapped.
- This helps with engagement of students.
- Changing the the perceptions of “host” faculty staff and getting the right ESAP staff is vital to its success.

Thank you & any questions?

ian.carey@northumbria.ac.uk