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

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www.newcastlebusinessschool.co.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

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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

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

### Table

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Academic Skills</td>
<td>• Module expectations&lt;br&gt;• Understanding British University expectations</td>
</tr>
<tr>
<td>2</td>
<td>Reflective Writing for HR0154</td>
<td>• What are tutors looking for in reflective writing&lt;br&gt;• How to go beyond description into reflection and analysis</td>
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<tr>
<td>3</td>
<td>Reading Strategies</td>
<td>• Strategies more managing high reading loads&lt;br&gt;• Understanding different kinds of reading&lt;br&gt;• Identifying key strategies for different types of reading</td>
</tr>
<tr>
<td>4</td>
<td>Summarising and Paraphrasing Skills part 1</td>
<td>• The differences between summarising quoting &amp; paraphrasing&lt;br&gt;• Identifying key information&lt;br&gt;• Using notes to avoid plagiarism&lt;br&gt;• Demonstrating understanding</td>
</tr>
<tr>
<td>5</td>
<td>Summarising and Paraphrasing Skills part 2</td>
<td>• A workshop to practice and develop the skills introduced in part 1</td>
</tr>
<tr>
<td>6</td>
<td>APA Style Citations</td>
<td>• How to correctly cite sources in APA style&lt;br&gt;• Integral and non-Integral citations&lt;br&gt;• Demonstrating criticality</td>
</tr>
<tr>
<td>7</td>
<td>APA Style Referencing</td>
<td>• How to format reference in APA style for 6 common types of source</td>
</tr>
<tr>
<td>8</td>
<td>Assignment Skills for MO0124</td>
<td>• Understanding the assignment brief&lt;br&gt;• Looking at previous example to identify good and bad practice</td>
</tr>
<tr>
<td>9</td>
<td>Improving your Academic Writing Style</td>
<td>• Objectivity&lt;br&gt;• Formality&lt;br&gt;• Precision</td>
</tr>
<tr>
<td>10</td>
<td>Semester Review</td>
<td>• A review of the key points from the semester’s seminars</td>
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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 perceptions of “host” faculty staff and getting the right ESAP staff is vital to its success.

Thank you & any questions?

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