

Pre-sessional Courses



UNIVERSITY OF
BATH

Putting the S into EGAP: collaborating with departments and students

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OUTLINE



- Pre-sessional summer courses at Bath
- Why and how we collaborated
- What we did with the collaboration
 - Biology & Biochemistry
 - Architecture & Civil Engineering

Bath Pre-sessionals



- 4 summer Pre-sessional courses (Management and General)

Engineering & Design

(Architecture, Civil Engineering, Mechanical Engineering, Electronic Engineering)

Humanities and Social Sciences

(Education, Politics, Health, Social & Policy Sciences, Psychology, International Studies)

Sciences

(Computer Science, Mathematical Sciences, Biology & Biochemistry, Pharmacy & Pharmacology, Physics)

Students in classes according to subject area

Bath Pre-sessionals



Different skills focus according to faculty

- Engineering & Sciences –focus on report writing
- Humanities & social sciences- essay writing

Creation of discipline specific lessons to address needs

- Four sessions of two hours (once a week)
- Same day & time across both Pre-sessional courses

- Raise awareness of Pre-sessional course
- Update/inform design of PS course, in particular, the discipline specific modular courses.
 - Key challenges (students)
 - Key forms of assessment
 - Degree programme structure, deadlines and expectations
- Collate information on degree programmes for PS teachers
 - Enable them to better highlight the transferability of skills to assessments and tasks on particular degree programmes

- Their experience of current programme
- How the PS course benefited them
- How the PS could be improved
- Samples of work and feedback from tutors
- Guidelines and instructions provided for assignments
- Advice for future PS students (video/written messages)

STUDENTS (What we did)



- Individual meetings
- Group meetings
- Online feedback survey
 - *What should we take out?*
 - *What should we change?*
 - *What should we add?*

THE DISCIPLINE SPECIFIC MODULAR COURSES

(4 X 2 HOUR LESSONS)

- **What the academic said**

Note-taking skills

Develop critical analysis skills

Develop skills in News & Views article

- **What the students said**

Lectures a problem (pace, length, accent)

Amount of reading challenging

Dr Momna Hejmadi (how collaboration helped)



- Sessions delivered by a Pre-sessional teacher and Dr Momna Hejmadi
- Increase in student confidence
- Looking forward
 - Collaboration with in-sessional Biology teacher (Noreen Bannigan)
 - Collaboration with subject librarian

Architecture and Civil Engineering- the responses



Academics:

- Key issues: listening and speaking
 - Presentations followed by Q+A
 - 2 hour lectures followed by seminars
 - Lack of confidence in asking questions/ contributing in seminars
 - Site visits and work placement
- Critically evaluating sources (date/ strengths of evidence provided)
- Language

Students:

- Confidence in participating in seminars and asking questions
- Following lectures
- Time management
- Language- vocabulary
- Reading load

AIMS:

- more opportunities to listen and respond to subject related content
- confidence in asking questions, voicing and defending opinion and responding to others.
- Language

LESSON CONTENT:

- Watch 2 short videos -Ted talk on an architect + Building material
 - Note-taking
 - Responding to and critically considering input
- Asking questions- sample questions + questions prompts
- Giving presentations (an architect or building material)
- Writing site descriptions
- Language input throughout

CONCLUSION



Other current discipline specific strands:

- Engineering and Science
- Humanities and Social Sciences
- Accounting and Finance (move to PSM 2017)

- Positive feedback from students, teachers and academics
- Useful insights and suggestions from students

Future:

- More discipline specific strands e.g. Economics

Thank you for listening