# The Funding of Insessional Provision

## BALEAP PIM at LSE
## 19th March 2016

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# Outline

- Foreword

- Marginalisation

- Trivialisation

- Funding models

- Conclusion

# Foreword

## The Imposter Syndrome

"Fear of being 'found out' as fraud, not really knowing enough/being smart enough to be [doctoral] student"

Thesiswhisperer

# Foreword

## The Imposter Syndrome

"Just because I have Imposter Syndrome doesn't mean I actually know anything"

# Marginalisation

[M]arginalisation of the practitioner is a constant theme ... however ... no suggestions are made.

Ding (2015)

# Marginalisation

Hyatt's examples of marginalisation at institutional level:

- Central service department

- Off campus location

- Board of *Extra* Faculty Provision

Hyatt (2015)

# Marginalisation: Postcards from the Edge

- Flexibility/Agility

- Variety

- Opportunity

- Resources

# Trivialisation of EAP

"The bottom line is that EAP is not about **topping up deficiencies in language skills** that students haven't acquired at school, it's about equipping students with a new kind of literacy that they need to participate in their learning when they are at university."

Hyland (2015)

# Trivialisation of EAP

" ...the curriculum-integrated approach is rarely taken in English-medium universities, and implementing it would require a mind change among university managers and ... considerable structural changes"

Wingate (2015)

# Curriculum-integrated approach

- LSE: 9 Coordinating Language Teachers of EAP

- Various examples presented at today's PIM

- Shift from EGAP to ESAP

- ELT6001 Techical Communication for Mecahnical Engineering

- Too many similar proposals for today!

# Other approaches

- ESSAP!
- WAS
- Drop in
- Workshops
- CBM

# Stuctural models

- EL Centre

- Language Centre

- Units in academic departments

- Outsourced

- Paid for

# Our models

- ELTC

- MLTC & DLL now in Student Services

- Pathway liaison

- Staff placed in academic departments

- SpLD tutorials

- Skills Centre

- Paid for – by departments

# The funding is out there!

- Our students deserve it – so do we!


- Questions/comments?

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