EAP in the North
Tracking the impact of EAP programmes

Chris Heady Director of Studies: EAP/English

opening thoughts

- impact: 'significance, consequence, influence'

- to track: 'to record the progress or development of something over a period'

Cambridge Online Dictionary (2016) available at http://dictionary.cambridge.org/dictionary/english/track last accessed 10/5/16
Thesaurus.com (2016) available at http://www.thesaurus.com/browse/impact?s=t, accessed 10/5/16

Aims

- context
- opportunity
- case studies
- challenges

INTO Newcastle University

2014-2015

- Undergraduate progression (Foundation, IYO, English University Study): **433**

- Postgraduate progression (Pre-sessional, English University Study, Graduate Diploma): **829**

- In-sessional class places (15-16): **5013**

EAP & academic pathway

- Pre-sessional, English for University Study: 20hrs EAP class time

- Foundation, IYO, Graduate Diploma

  10hrs EAP + 10/15hrs content class time

- In-sessional: 2-4 hours a week support

Joint-venture opportunity

- Academic Group – PVC L/T, UG/PG Deans, Head of Student Services, International Office, Student Union,

- FLTSECs – HaSS / SAgE – School LT reps, UG/PG deans

- University English Language Policy Group

- Faculty Liaison groups – HaSS / SAgE: School reps., International Office

- In-sessional – School/DPD links

- School of Education – PGT/PGR staff CPD

- Focus Groups – alumni Semester 1

- LTDS – data on stage / final outcomes
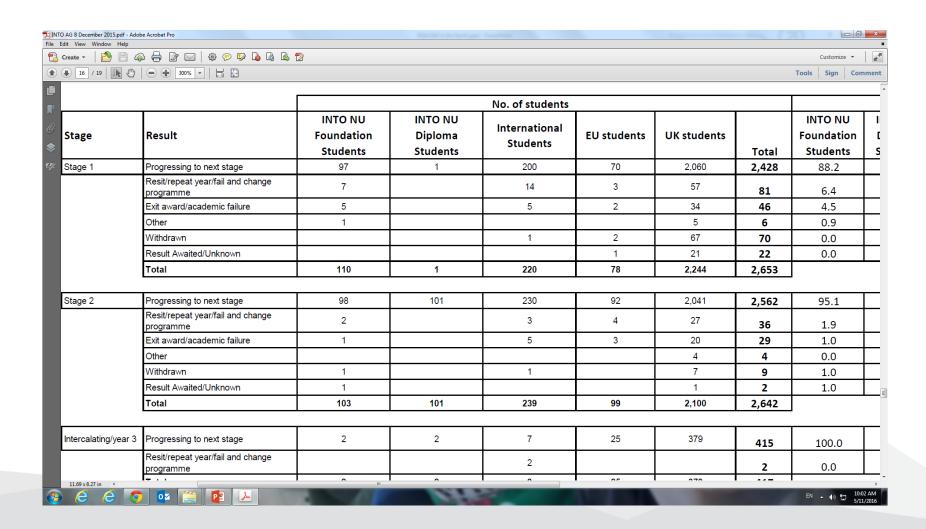
Opportunities for 'tracking'

- Raising the bar – 'good degree' outcomes
- Entry requirement changes
- Progression requirement changes
- EAP score validity – HEI assessment – Home Office Licence - IELTS comparability
- Curriculum validity – new programme dev.
- Future recruitment – 'success'
- Transition (Focus Groups)
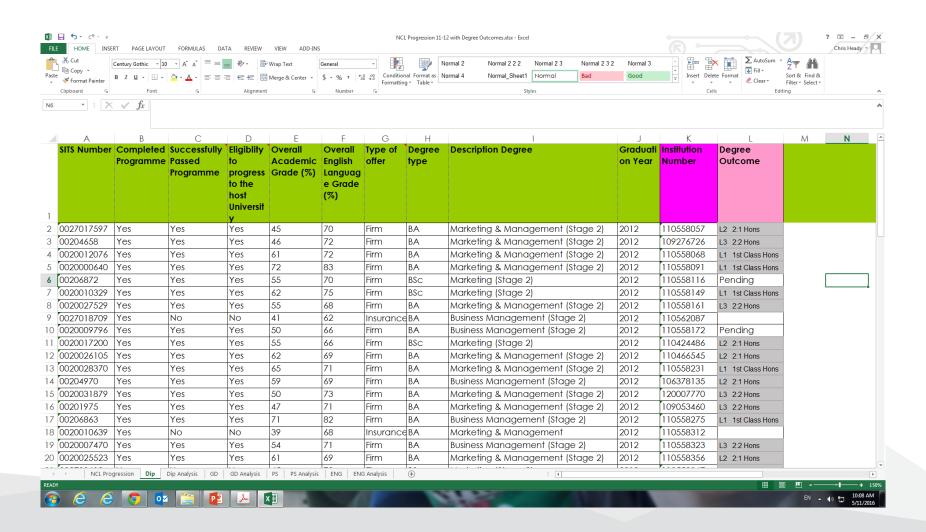- Research – MA dissertation (e.g. Pre-sessional impact)

good degree outcome

% Achieving 1st and 2:1

	2013/14	2014/15		2010/11	2011/12	2012/13	2013/14	2014/15
HaSS								
1	96.2	97	INTO Newcastle University Foundation	40.54	50.01	39.7	41.5	42
7	100	100	INTO Newcastle University Diploma	34.62	46.51	45.46	59.2	61.1
	96.8	99	International	69.95	74.7	59.05	55.1	62.2
6			Home/EU	81.37	82.12	83.96		
	99	95.3	EU Students				77.3	77.6
	98.6	98.2	UK				85.5	87.1
6	**98.6**	**98.2**	**Total**	**79.1**	**80.26**	**80.05**	**81.5**	**82.2**
	100	100	**FMS**					
	-	-	INTO Newcastle University Foundation	20	66.67	33.33	64.7	62.5
9	96.5	100	INTO Newcastle University Diploma	-	-	-		
8			International	66.67	83.33	67.56	64.3	75.3
	100	100	Home/EU	80.07	79.93	86.77		
	99.1	98.5	EU Students				80	81.9
9	**99.1**	**98.7**	UK				90.5	90.5
			Total	**77.48**	**80.06**	**83.56**	**87.5**	**88**
2	92.9	98	**SAgE**					
	-	-	INTO Newcastle University Foundation	27.27	32.26	38.3	36.8	62
4	94.5	98.1	INTO Newcastle University Diploma	100	-	-		
3			International	59.16	60.42	47.43	63	53.8
	98	98.7	Home/EU	60.47	67.1	67		
	97.1	99.1	EU Students				65.4	72.1
7	**96.9**	**98.9**	UK				70.4	77.5
			Total	**59.85**	**65.25**	**64.45**	**68**	**74.2**

University

% Achieving 1st

HaSS

INTO Newcastle University Foundation
INTO Newcastle University Diploma
International
Home/EU
EU Students
UK
Total

FMS

INTO Newcastle University Foundation
INTO Newcastle University Diploma
International
Home/EU
EU Students
UK
Total

SAgE

INTO Newcastle University Foundation
INTO Newcastle University Diploma
International
Home/EU
EU Students
UK
Total

University

stage

Stage	Result	No. of students						INTO NU Foundation Students	
		INTO NU Foundation Students	INTO NU Diploma Students	International Students	EU students	UK students	Total		
Stage 1	Progressing to next stage	97	1	200	70	2,060	2,428	88.2	
	Resit/repeat year/fail and change programme	7		14	3	57	81	6.4	
	Exit award/academic failure	5		5	2	34	46	4.5	
	Other	1				5	6	0.9	
	Withdrawn			1	2	67	70	0.0	
	Result Awaited/Unknown				1	21	22	0.0	
	Total	110	1	220	78	2,244	2,653		
Stage 2	Progressing to next stage	98	101	230	92	2,041	2,562	95.1	
	Resit/repeat year/fail and change programme	2		3	4	27	36	1.9	
	Exit award/academic failure	1		5	3	20	29	1.0	
	Other					4	4	0.0	
	Withdrawn	1		1		7	9	1.0	
	Result Awaited/Unknown	1				1	2	1.0	
	Total	103	101	239	99	2,100	2,642		
Intercalating/year 3	Progressing to next stage	2	2	7	25	379	415	100.0	
	Resit/repeat year/fail and change programme			2			2	0.0	

student level

'granular'? (Professor Suzanne Cholerton, PVC LT)

Case study 1: Pre-sessional

Successful completion – no score requirement for onward progression (entry level 6.0)

Large cohort (1415 = 700), mostly PGT

Business School largest destination

China largest nationality group

'Are they motivated if there's no pass fail test at the end?'

'You can see in the scores they're not good enough'

'What about those with B1 in 2 skills on entry to PSP?

Case study 2: In-sessional – Writing for MA Applied Linguistics

Joint Insessional/ECLS project: July-February

1. Identifying weakness in previous cohort
2. Collecting entry profile/data of new cohort
3. Self-assessment
4. Pre-Insessional needs analysis
5. Post-Insessional evaluation (self-assessment, evidence in S1 assignments)
6. Student and Lecturer focus groups

Case study 3: Foundation Business

Stage 1 and Stage 2: average end of stage score comparable with 'other international' / 'direct entry Chinese'

Stage 3: final degree outcomes show increased disparity

Business School: 'is it something about the dissertation / management consultancy project?'

Case Study 4: student experience/ transition

- Focus Group: end of semester 1 Stage 1
- University-run group with small / non-representative sample (1415)
- INTO-run group (Dec 15): very small c.f. 773 x 2 emails = 12 responses

Our challenge

- What do we want to investigate and for what purpose?

- What would be the audience?

- What will we do with the outcome?

  [c.f. BSc Civil Engineering – Physics A level]

- Do we have the time/resource? [year-round, no research remit]

- What can we learn from colleagues elsewhere?

colleagues

- Darran Shaw – PM Pre-sessional Programme
- Sabine Leigh Munroe – Deputy PM – Architecture pathways
- Michael Stephenson – Module Leader Extended Foundation Business Humanities (PGR interest – interactional competency development)

chris.heady@ncl.ac.uk

Transforming
potential » success

www.intohigher.com/newcastle