Insessional EAP: Engagement, Attendance & Practical Value
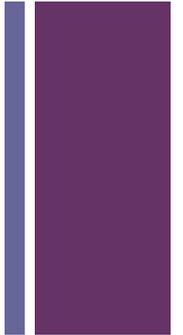


- Tony Prince

- Programme Manager of Presessional and Insessional courses – INTO University of East Anglia

- Teacher Trainer for EAP – NILE
  - https://www.nile-elt.com
  - https://www.nile-elt.com/courses - online-courses
  - https://www.nile-elt.com/courses/course/29

+ Insessional

English language & Assessment support to students on UEA courses.

- Generic
  - 4 skills, Pronunciation,

- Integrated
  - Business
  - Economics
  - Environmental studies
  - Development
  - Political, Social, International
  - Law
  - Computing
  - Biology
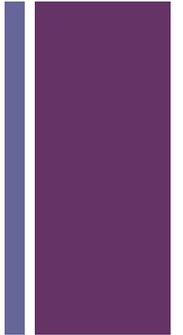
Engagement, Attendance & Practical value

Value = Engagement & Attendance
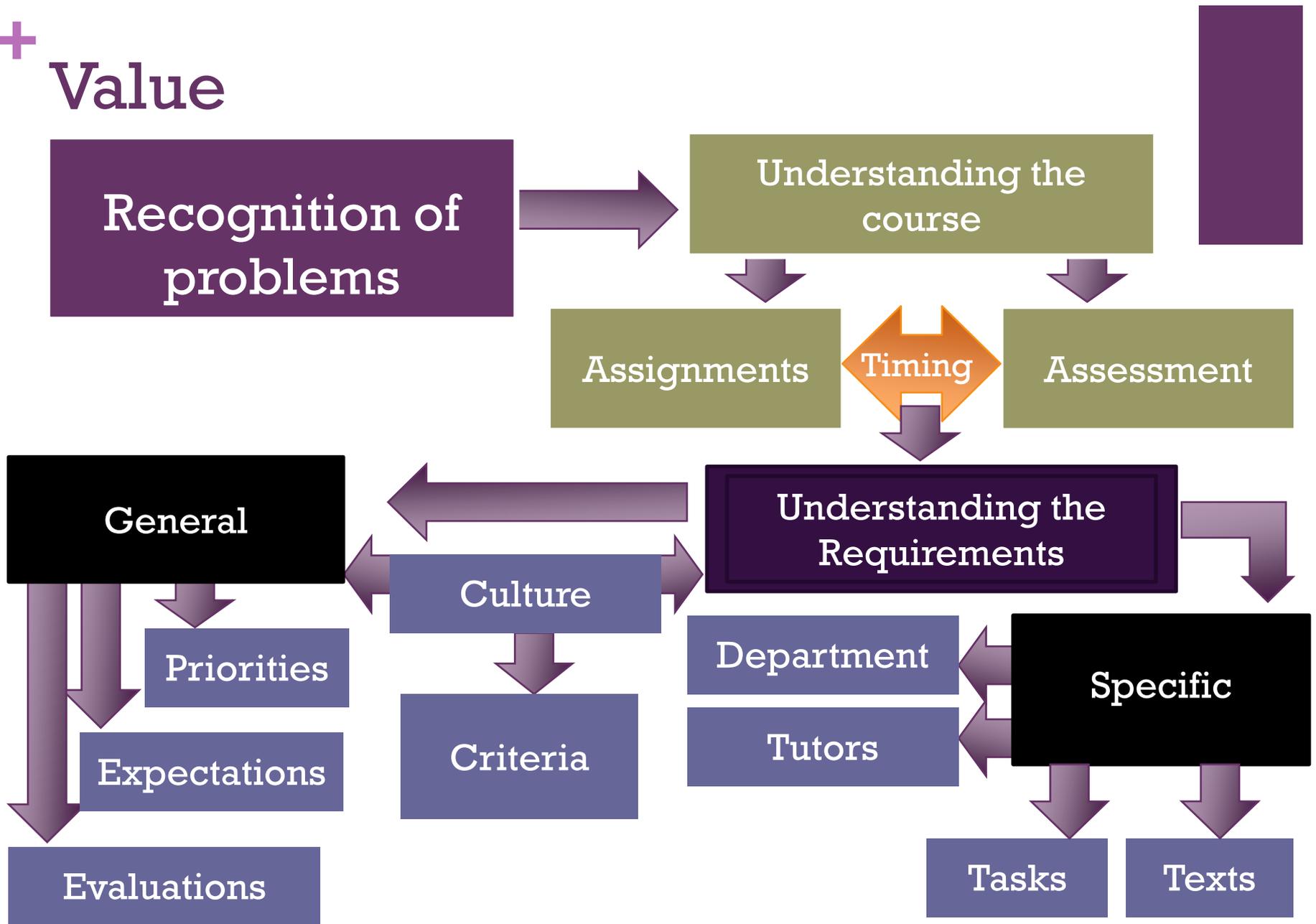
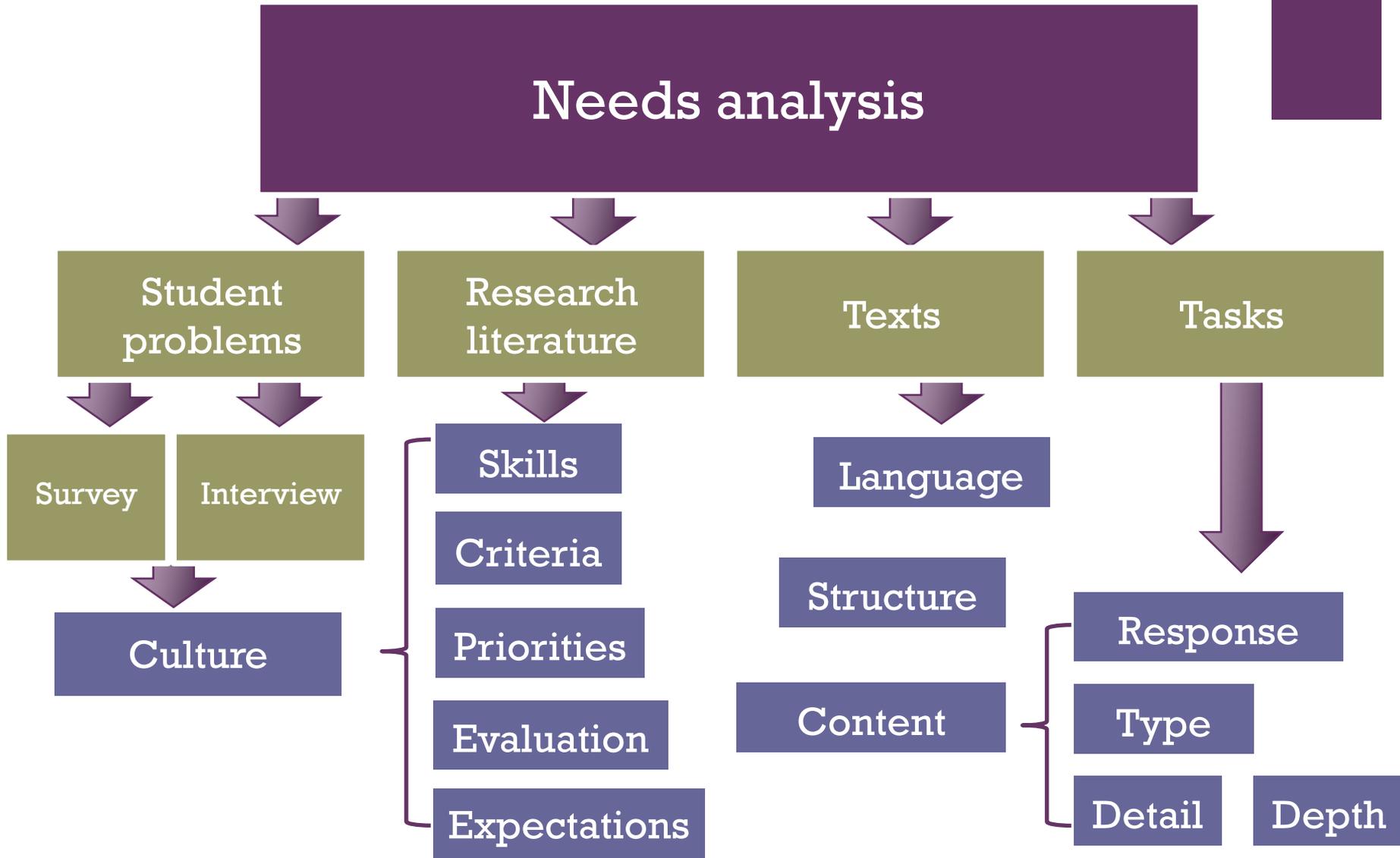What is of value to the students?

How do we identify this objectively?

Examples

Value

Recognition of problems → **Understanding the course**

Understanding the course → Assignments | Timing | Assessment

Timing → **Understanding the Requirements**

Understanding the Requirements → Culture → **General**

General → Priorities

General → Expectations

General → Evaluations

Culture → Criteria

Understanding the Requirements → Department

Understanding the Requirements → **Specific**

Specific → Department

Specific → Tutors

Specific → Tasks

Specific → Texts

Understanding the requirements

Needs analysis

- Student problems
  - Survey
  - Interview
  - Culture
- Research literature
  - Skills
  - Criteria
  - Priorities
  - Evaluation
  - Expectations
- Texts
  - Language
  - Structure
  - Content
- Tasks
  - Response
  - Type
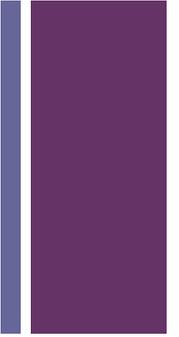 - Detail
  - Depth

Analysis of Task - Framework

+ Analysis of task - Example

- Evaluate and explain whether transformational and transactional leadership help with the implementation and operation of high performance work practices. Describe transformational and transactional leadership theory and high performance work practices briefly, and then to answer the question analyse some or all of the following as you consider relevant to high performance work practices: Leadership at senior management levels; leadership at line management levels; the impact on organisational performance, broadly defined (e.g., financial performance, productivity, corporate social responsibility, environmental); the impact on individual workers (e.g., motivation, well-being).

Analysis of task - Example

- Evaluate and explain whether transformational and transactional leadership help with the implementation and operation of high performance work practices. Describe transformational and transactional leadership theory and high performance work practices briefly, and then to answer the question analyse some or all of the following as you consider relevant to high performance work practices: Leadership at senior management levels; leadership at line management levels; the impact on organisational performance, broadly defined (e.g., financial performance, productivity, corporate social responsibility, environmental); the impact on individual workers (e.g., motivation, well-being).
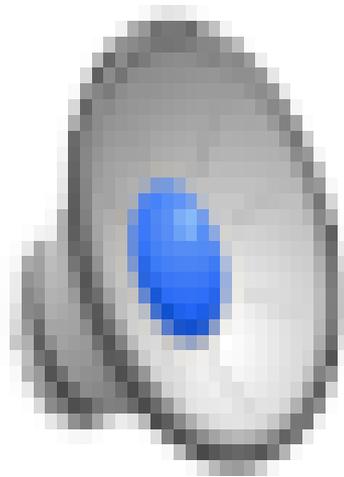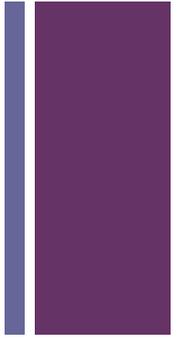
Analysis of Task - Framework

Text – Outline (descriptive)

- Introduction
  - Define Transactional and Transformational leadership
  - Describe theory in relation to high performance

- Impact of Transformational leadership on:
  - Organsational performance
    - Finance & Productivity
    - C.S.R and Environment
  - Individual workers
    - Motivation
    - Well-being

- Impact of Transactional leadership on:
  - Organsational performance
    - Finance & Productivity
    - C.S.R and Environment
  - Individual workers
    - Motivation
    - Well-being

- Conclusion
 - Summary of impact of types of leadership

Text – Outline (analytical & evaluative)

- Introduction
  - Key difference(s) between Transactional and Transformational leadership
    - How & **How much** this influences:
      - Organisational performance
      - Individual workers

- Evaluation of areas impacted by Transformational leadership
  - Most affected (in each of the two areas)
  - Less affected (in each …)
  - Least affected (in each …)
    - Summary of impact on high performance

- Evaluation of areas impacted by Transactional leadership
  - Most affected (in each of the two areas)
  - Less affected (in each …)
  - Least affected (in each …)
    - Summary of impact on high performance

- Conclusion
  - Summary of How & **How much** each type of leadership impacts on high performance
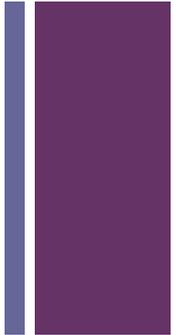   - Recommendation

+ Language
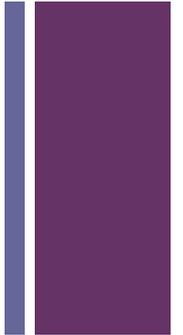
- Evaluation & Position
  - Vital, Crucial, Fundamental
  - Important
    - Extremely
    - Quite
    - Fairly
  - More important
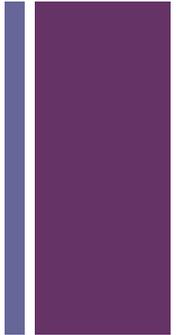   - Much
    - Slightly

- Caution in conviction
  - It appears clear that
  - It would seem likely
  - There is some evidence that
  - It has been claimed that … however …

+ Support

- From (University culture)
  - Criteria

- From Research

- From Tutors (and texts)
  - and Tutor marking
   - and tutor feedback on texts

- From Students

Criteria – Senate scale

- Learning Outcomes & Scholarship

- Presentation

- Argument & Understanding

- Criticality and Analysis

- Use of Sources and Evidence

- Academic Referencing

- Written communiction

Criteria – Senate scale

- Learning Outcomes & Scholarship
  - "Demonstrates a strong understanding of link between theory and practice and practice- related issues and/or standards."

- Argument & Understanding
  - ":… demonstrating a high level of understanding of the topic and associated issues/debates."

- Criticality and Analysis
  - "Work demonstrates a high standard of critical analysis and/or originality and creativity. Employs ideas, concepts and theory to good effect. High level of self- reflection."

- Use of Sources and Evidence
  - "Work demonstrates a strong command of data or literature, drawing on a broad range of material and/or examining the topic in some detail. The submission shows awareness of, the limits/limitations of evidence."
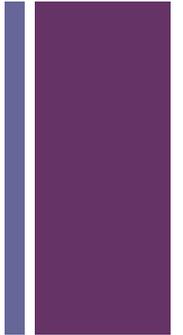
+ Research
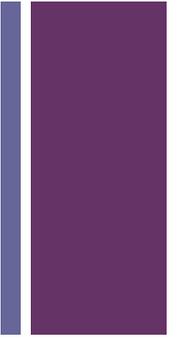
Marking – from tutor feedback

Criteria	Description	Comment
Structure		
Analysis		
Referencing		
Style		
Overall		

+ Marking

Criteria	Description	Comment
Structure	Clear introduction, summary & conclusion. Linear progression. No irrelevant material or gaps.	
Analysis	Appropriate use of concepts and models, evidence and evaluation.	
Referencing	Breadth of reading, use of data	
Style	Paragraphing, Spelling, Length, repetition	
Overall		

+ Marking

Criteria	Description	Comment
Structure	Clear introduction, summary & conclusion. Linear progression. No irrelevant material or gaps.	The report contains all the sections I would expect, though not in the order or with the content I would expect. For example a SWOT analysis is not the same as a business plan.
Analysis		
Referencing		
Style		
Overall		

+ Marking

Criteria	Description	Comment
Structure		
Analysis	Appropriate use of concepts and models, evidence and evaluation.	A wide variety of tools have been used, unfortunately these are not very well developed (the results not being analysed, summarised or evaluated)
Referencing		
Style		
Overall		

+ Marking

Criteria	Description	Comment
Structure	Clear introduction, summary & conclusion. Linear progression. No irrelevant material or gaps.	
Analysis	Appropriate use of concepts and models, evidence and evaluation.	
Referencing	Breadth of reading, use of data	Would have liked to have seen significantly more academic references and much more use of data for the business plan.
Style	Paragraphing, Spelling, Length, repetition	
Overall		

+ Marking

| Criteria	Description	Comment
Structure		
Analysis		
Referencing		
Style	Paragraphing, Spelling, Length, repetition	Well presented, but make sure that the tables are labelled to indicate the source of the materials and that the information in them is summarised.
Overall		

+ Marking

Criteria	Description	Comment
Structure		
Analysis		
Referencing		
Style		
Overall		You presented the outcome of the analysis (the business plan) prior to the the evidence for it. The analysis of the data was weak and largely descriptive.

Textual evaluation

	Text 1	Text 2	Text 3
Have they described the models they are using?			
Have they used the models to analyse the environment?			
Have they made recommendations based on the analysis?			
Are the recommendations grounded in reality?			

Text analysis – (PESTLE analysis)
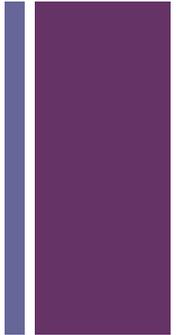
- Text 1 - High

- **3. External Audit:** PESTLE and 5 forces analysis Appendices 6 and 7 show relatively positive external forces.

- The five forces are quite low, which is very good for a new business entering the market. As soon as the business is open and successful it should make the five forces relatively high in the immediate UEA campus area (micro-environment), which is important for a business to stop others entering the market. The PESTLE analysis does not highlight any major issues that wouldn't be expected. Interestingly the social and economic findings actually mirror many of the findings earlier mentioned when looking at spending and factors in the fast fashion industry, which suggests it would fit well into the macro-environment.

Textual evaluation – and Feedback

	Text 1	Text 2	Text 3
Have they described the models they are using?	No (not relating to theory sufficiently)	Yes (much too much)	No (not relating to theory)
Have they used the models to analyse the environment?	Yes	No	Yes
Have they made recommendations based on the analysis?	Yes	No	No ??
Are the recommendations grounded in reality?	Yes (very much – from the survey)	No	No (seem to be more wishful thinking)

Text 1

Concepts very well chosen and applied, though I would have liked to see a link to theory for the marketing, and evidence for the PESTLE.

Text 2
No clear links made between the Porter's five forces model and its implication / application to the business you set.

You should use Porter's model to analyse the competitive environment that the business you set up may face.

Text 3
A wide variety of tools identified, unfortunately these are not very well developed (target and positioning).

I would have expected you to start with environmental analysis (PESTLE) then conduct your survey. The survey was good, but assumed the outcome in advance.

Student input – Note that students (and teachers) can enrol on this course free @ Futurelearn – Study skills for international students.