

## Learning and Teaching Support Handbook

### Chapter 23 - English Language Support for International Students: statement of procedures

#### Appendix 3

##### Single CAS Proposal for Pre-Sessional

1. INTO can give good indications of overall levels and any challenges faced in particular skills.
2. We suggest identifying students using a 3-level band system indicating the level and type of support required (see enclosed diagram).
3. We suggest using a version of the Insessional referral system where Faculties (or delegated Schools) refer students to Insessional. In this case, however, Pre-sessional staff will refer students directly to the Insessional Support team and at the same time inform Faculties (or delegated Schools). We will require a named Faculty (or delegated School) contact to whom the information on referred students can be sent (this would usually be the Faculty EBP).
4. The Insessional team will interview referred students, creating a Guided Insessional Learning Plan with them, and ensuring that students access support. Termly progress reports are provided on referred students, with copies to both the Faculty (or delegated School) and the student. Reports will include recommendations regarding ongoing support.

The support offered by Insessional can be class work (e.g. writing workshops, language development, or orals skills development) as well as Guided Independent Learning (GIL) and one-to-one writing tutorials. In addition to the non-college-based English for General Academic Purposes and General English provision, the Insessional programme currently offers English for Specific Academic Purposes support in several Faculties and schools, notably The University of Exeter Business School, The University of Exeter Medical School, the Department of Psychology, among others. The referral procedure is initiated by the Faculty (or delegated School), and in this case would be based on the recommendations of the Pre-sessional Programme Manager.

## Referral and reporting system

### Pre-sessional course

#### Step 1

Academic achievement assessment reporting 3 levels:

1. support required across two or more skills (major cause for concern)<sup>1</sup>
2. support required in one skill (minor cause for concern)
3. no obvious need for support

#### Step 2

Results sent to ILO who then send report to identified Faculty (or delegated school) contact person<sup>2</sup>.

ILO also send details of available and relevant Insessional programme to Faculty (or delegated school) contact.

#### Step 3

Pre-sessional staff refer students identified as at levels 1 and 2 to Insessional programme for interview and Guided Insessional Learning Plan.

### Insessional support

#### Step 1

Student interviewed.

#### Step 2

Guided Insessional Learning Plan drawn up (providing recommendations for Insessional support) and access to Insessional provision scaffolded. Copy of plan forwarded to Faculty (or delegated school) contact<sup>3</sup>.

#### Step 3

Termly progress report provided for Faculty (or delegated school) by Insessional team (including recommendations for further support).

<sup>1</sup> The skills development area(s) required will be identified in the report from Pre-sessional team.

<sup>2</sup> In the situation where there is no named Faculty (or delegated school) Contact, information will be sent to the Assistant Faculty (or delegated school) Manager for Education.

<sup>3</sup> As above in 2.