

BAS Event EAP outside the box: Unpacking context(s) in the BALEAP accreditation scheme

Opening context up. EAP outside the EAP 'classroom'

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What is the UPA?

A group of institutions who run their own international pathway programmes. Some are also in partnership with a private provider (alongside).

Birmingham, Bristol, Edinburgh, Goldsmiths, KCL, UCL, Leeds, Lincoln, Oxford Brookes, QMUL, Reading, Salford, St Andrews, Warwick – with Kent as Associate Members.

UNIVERSITY
PATHWAY
ALLIANCE

- Sharing best practice
- Workshop (closed day conference)
- Special Interest Groups (SIGs)

What are international pathway programme?

‘International Pathway Courses are aimed at giving international students an opportunity to gain entry to UK degree courses. They can help students who have not had the opportunity to study **to a level permitting direct entry to an institution in the UK**, and provide an opportunity **to adapt to UK academic culture, develop core skills, subject knowledge and confidence in a safe and supportive environment** which emulates the experience of studying in a higher education institution.

International Pathway Courses is a term which covers International Foundation Programmes, Year Zero, Global Year One and International Graduate Diplomas. They exist in a range of durations and **provide entry at multiple levels** to both undergraduate and postgraduate degrees.’

QAA Characteristic Statement: [characteristics-statement-international-pathway-courses-consultation.pdf](https://www.qaa.ac.uk/characteristics-statement-international-pathway-courses-consultation.pdf)



Private Pathway Providers

International pathways have grown in significance over the past 25-30 years.

In that time, private providers have entered the space and made recruitment quite competitive.

The big five: Kaplan, Study Group, INTO, CEG, Navitas
Additional players e.g. Oxford International

Also: NCUK: in-country delivery of pathways



Private providers offer global recruitment reach and are often owned by private equity investment companies i.e. well resourced and driving for growth.

International Pathways

The range of programmes has grown. Now includes:

Undergraduate

International Foundation Programmes
IFP/IFY/Undergraduate Preparatory
Certificate

International Year One Programmes / IYOne

International Year One & Two Programmes

Postgraduate

Pre-Masters / Graduate
Diploma

Pre-PhD



International Foundation Year/Programme (IFY/IFP)

Content includes:

- EAP including academic skills/academic literacy
- Subject study at level 3 (to level 4)

Models vary from:

- Majority EAP with some subject input possibly as a vehicle to develop academic literacy skills to a condensed A'Level type course (i.e. 3 subjects at level 3 to 4) with EAP alongside
- Subjects taught by EAP staff; subject specialists employed by IFP delivery dept or academics across institution

Issues

- IELTS as entry qualification or EAP module accepted
- Progression grades: pegged to A'Level grades or integrated IFP/IFY with standard entry (e.g. 40%/50%) or integrated with progression set in relation to A'Levels
- Direct entry or via UCAS

International Year One

Content includes:

- Year 1 modules (with more tutoring initially progressing to more independent study towards the end)
- EAP including academic skills/academic literacy

Models vary from:

Generic year 1 modules in a specific subject discipline designed for a range of universities (e.g. NCUK)

Modules which are tailored to a specific institution and possibly aligned to a specific degree (e.g. Study Group)

Issues

IELTS as entry qualification or EAP module accepted

Progression grades: pegged to typical year 1 i.e. 40% or set to align with e.g. institution's other articulation arrangements

Understanding of what the programme is





Pre-Masters (PMP)/ Graduate Diploma

Various purposes resulting in various lengths:

- Conversion (subject)
- Upgrade level of students (e.g. standard degree to honours) or liii equivalent to lii equivalent
- EAP / English language development (usually shorter in length)

Content will depend on the purpose but can include:

- EAP including academic skills/academic literacy
- Subject study at level 6 (either as new knowledge or for upgrade)
- Research skills & dissertation / literature review
- Subject exams/assessment

Issues

IELTS as entry qualification or EAP module accepted

Delivery models & location of delivery

There is now a mixed picture across the piece:

- All in-house
- A mixture of in-house and outsourced

e.g. recruitment, student support etc

- Home foundation and international foundation offered in the same centre/department or as one offer



Model 1	Institution themselves (e.g. UPA members)
Model 2	Private provider on the institution's campus (Kaplan, Study Group, INTO, CEG, Navitas)
Model 3	Own plus partnership: <ul style="list-style-type: none"> i) Own IFY plus external centre e.g. own IFP plus city international college with another HEI in same city ii) Own plus London College iii) Own plus NCUK: NCUK largely offer off shore foundation programmes e.g. Leeds, Birmingham
Model 4	Own IFY + private provider recruits students for the IFY
Model 5	Partnership/hybrid version: University provide the academic content and staff; private provider recruits students and student support
Model 6	Blended: own plus private provider on campus offering specific programmes e.g. Design
Model 7	Private partner delivers all, including academic skills, but English language is delivered by the institution's own language centre.
Model 8	Offer IFY/IFP as Year 0 to joint degree overseas



Own programmes vs private pathway provider

Own

- Closer alignment to university degrees
- Reduced concern about quality of students
- Autonomy over incoming students
- Colleague relationship with departments and central services
- Internal quality processes applied

Private pathway provider

- Mirror university academic processes
- Programmes may be aligned to a specific institution or more generic
- Frustrations generated by not being in the institution
- Pressure on senior management to meet targets and so student intake quality may vary
- Pressure on academic staff to ensure students achieve the required grades

EAP within an international pathway programme

- Understanding of EAP vs subjects
- How embedded can EAP be within the syllabus?
- IELTS vs EAP module (teaching both/arguing case for EAP)



Challenges for those delivering with wider institution

- Understanding what the programme is – purpose, students
- IELTS versus EAP
- Non-standard programmes – academic regs (e.g. pass mark/resits), academic processes (progression), data recording/collecting etc
- Lack of data internally and sector data
- Role of the programme(s) in the institutional strategy/ international strategy
- Private provider or not
 - Pressure from partner & senior management
- Quality vs entry criteria vs numbers



ANY QUESTIONS ?