

0850-0915 0915-0920	Registration – Coffee and pastries Welcome and conference opening (all delegates)		
0920-1005	<p>'International' delivery of international foundation programmes – an IFP model? Elisabeth Wilding (University of Reading), Bruce Howell (University of Reading Malaysia), Mike Groves and Stephen Minchin (University of Birmingham), Matt Potter and Kathryn Richardson (Queen Mary University of London)</p> <p>In this plenary, we will consider different perspectives on the growing trend of transnational and therefore 'doubly' international foundation programmes (IFPs) and will examine the challenges and opportunities that they may represent. Colleagues from the University of Reading Malaysia, Queen Mary University London, and the University of Birmingham will share their institutional TNE experiences from China, Malaysia and Dubai, discuss key trends, and address your questions.</p>		
1005-1050	<p>Challenges faced and solutions found implementing an IFP course in Russia Nicholas Hyder, MGIMO</p> <p>Preparing first-years for a double-degree with Reading, MGIMO began teaching an IFP course in 2018. This presentation looks at the need for implementing this globally recognised program, the challenges faced, and lessons future IFP courses can learn.</p>	<p>Student's misinterpretation of written feedback on their degree programmes: can IFPs do more to help? Jane Ward, University of Reading</p> <p>Research carried out at the University of Reading showed that international students' interpretation of feedback comments was often misaligned with lecturers' intended messages, hence, learning opportunities were lost. We suggest that IFPs have a responsibility to prepare students in this regard, and suggest some methods for doing so.</p>	<p>Supporting IFP students with the transition to UG study: adapting the lecture format through TEL Miriam Schwiening and Anna Tranter, Warwick University</p> <p>This research project, involving IFP students who have a range of English language proficiencies, aims to increase learning gain within lectures through the use of technology enhanced learning. The lecture is punctuated with mobile activated quizzes, to incentivise students to build their vocabulary sizes and reflect on lecture content.</p>
1050-1115	Coffee and biscuits		
1115-1200	<p>Transforming the IFP: From evolution to revolution Elizabeth Allen and Maxine Gillway, University of Bristol</p> <p>From small beginnings in 2006, the University of Bristol IFP grew in numbers and pathways with incremental changes until external pressure brought in a new PVC with a background in privatizing IFPs. This threat has been turned into an opportunity to revolutionize the provision and transform the student experience.</p>	<p>Preliminary Year: A needs analysis for creating an enhanced spoken English environment Kalai Mathi Yesupatham, University of Nottingham, Ningbo, China</p> <p>Creating spoken English (SE) support for preliminary students is paramount. This research investigated the specific need for enhancing SE support. It found that students lacked such support and identified the benefits SE support can bring, particularly with increased frequency of such support. It concludes that there is a strong need for enhancing SE support to more students.</p>	<p>An Investigation on the importance of On Line Assessment in the E learning process Emdad Aziz, INTO University of Exeter</p> <p>This session presents a feasibility study on the importance of On Line Assessment in the E learning process. It was based on a Foundation and International Year 1 Business module having paper based assessment and feedback. It concluded that both teachers and students significantly favour online assessment as compared to paper based assessment.</p>
1200-1245	<p>My CAS or UCAS? How IFP recruitment disrupts UG International Strategy Alys Kowalik</p> <p>In a crowded and competitive market, university-based international foundation programmes jostle alongside private providers to recruit students. Born after 2000, current applicants are the vanguard of the iGeneration, supplanting Millennials. This presentation suggests practical solutions for the sector to adapt, adopt and embrace the current disruption.</p>	<p>Foundation EAP course re-design in response to a changing student body Jill Haldane, University of Edinburgh</p> <p>The University of Edinburgh's IFP has grown in recent years, seeing a range of students with varying IELTS scores. The Foundation EAP course within IFP has been redesigned to recognise the changing student demographic and to allow these groups to equitably meet similar aims. This presentation outlines the new FEAP syllabi.</p>	<p>Flipped Learning in Practice Lee Clark, University of Surrey</p> <p><i>Flipped learning is an effective teaching method that enables students to achieve their full potential. However, in some circumstances its practical implementation has been difficult. This presentation covers three essential ingredients that most teachers neglect which transform a mediocre lesson into one of the most powerful learning methods in education.</i></p>
1245-1345	Lunch		
1345-1430	<p>Quality and Innovation for International Pathway Programs: Good Practice and Recommendations for the Future in the UK Context and Beyond: Dr Anthony Manning, Dean of internationalisation, University of Kent</p> <p>This session will discuss a range of features which can be considered as markers of quality for international pathway programmes. It will also identify areas of innovation, support and stimulus for international pathway providers, which can contribute to ongoing quality enhancements. In the process of discussing quality markers and innovative practices, features of curriculum, programme design and student experience will be discussed and mechanisms for the development of educationalists in this field will be explored. The session relates to a chapter, of the same name, in the recently published book: University Pathway Programs: Local Responses within a Growing Global Trend (Agosti and Bernat, 2018).</p>		
1430-1515	<p>In the university world, but not of it: 15 years of private 'pathway' providers in the UK – sector overview and possible future developments Julien Boville, Nottingham Trent International College</p> <p>For the last 15 years, private providers have been offering IFPs in partnerships with Universities. These 'pathway' providers' programmes complement and compete with universities' IFPs. This presentation based on ongoing doctoral research, will provide delegates with an overview of the pathway sector and some initial findings on its possible future.</p>	<p>Situating Language Learning in the Studio Joanna Norton and Dan Bernstein, University of the Arts</p> <p>In response to a number of specific challenges that arose from offering discrete language development classes to Foundation students at two UAL colleges, the decision was taken to move away from discrete sessions to situate language learning in the studio. These presentation will explore the emerging impact of this change.</p>	<p>Digital Age Pen-Pals: International Communication and Cultural Awareness Mary Whitsell, University of Nottingham Ningbo China</p> <p>An evaluation of the pilot "Zoom" digital age penpals project. This project gives participants an opportunity to use English with non-native English-speaking students at universities in Kazakhstan and Korea, learn about the cultures of these countries and share their own culture, experiences and interests.</p>
1515-15:45	Coffee		
1545-1630	<p>Are changes necessary to enhance student engagement on the IFP? Natalie Drake and Noor Mat Nayan, University of Reading</p> <p>This paper examines the findings of a study that investigated student engagement in the IFP. It was prompted by the teaching experiences of IFP tutors who have been faced with an increasing number of disengaged students. The study identified possible reasons for this lack of engagement and provides some recommendations.</p>	<p>Transition and Adaption: what do students think? Peter Sturman, University of Nottingham Ningbo China</p> <p>Preliminary year students at the University of Nottingham Ningbo China have to adapt to an English medium learning environment and different cultural expectations about studying. This presentation looks at issues students themselves identify in terms of transition and adaptation.</p>	<p>Google Translate – What do the wider academic community think? Mike Groves, Birmingham International Academy</p> <p>This presentation will look at the abilities of Google Translate, and then share the findings of interviews with academic staff from across the academy. It will then consider whether this new technology is an evolutionary or disruptive force in the future of International Foundation programmes.</p>