### Keynote: Are changes necessary to enhance student engagement on the IFP?

**Natalie Drake and Noor Mat Nayan, University of Reading**

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.

### Plenary: Challenges faced and solutions found implementing an IFP course in Russia

**Nicholas Hyder, MGIMO**

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.

### Plenary: Student’s misinterpretation of written feedback on their degree programmes: can IFPs do more to help?

**Jane Ward, University of Reading**

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.

### Plenary: Supporting IFP students with the transition to UG study: adapting the lecture format through TEL

**Miriam Schweninger and Anna Tranter, Warwick University**

This research project, involving IFP students who have a range of English language proficiency, 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.

### 1005-1050 Challenges faced and solutions found implementing an IFP course in Russia

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### 1050-1115 Student’s misinterpretation of written feedback on their degree programmes: can IFPs do more to help?

**Jane Ward, University of Reading**

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### 1115-1200 Transforming the IFP: From evolution to revolution

**Elizabeth Allen and Maxine Gillway, University of Bristol**

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 revolutionise the provision and transform the student experience.

### 1200-1245 Preliminary Year: A need for analysis for creating an enhanced spoken English environment

**Kolal Mathi Yesupatham, University of Nottingham, Ningbo, China**

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.

### 1245-1345 My CAS or UCAS? How IFP recruitment disrupts UG International Strategy

**Alys Kowalki**

In a crowded and competitive market, university-based international foundation programmes jostle alongside private providers to recruit students. Born after 2000, Millenials have been faced with an increasing number of universities. It was examined 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.

### 1345-1430 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**

This session will discuss a range of features which can be considered as markers of quality for international pathway providers. It will also identify areas of innovation, support and stimuli 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).

### 1430-1515 In the university world, but not of it: 15 years of private ‘pathway’ providers in the UK – sector overview and possible future developments

**Julien Bouville, Nottingham Trent International College**

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.

### 1515-1545 Situating Language Learning in the Studio

**Joanna Norton and Dan Bernstein, University of the Arts**

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. This presentation will explore the emerging impact of this change.

### 1545-1630 Are changes necessary to enhance student engagement on the IFP?

**Peter Sturman, University of Nottingham Ningbo China**

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 identity in terms of transition and adaptation.

### 1630-1715 Digital Age Pen-Pals: International Communication and Cultural Awareness

**Mary Whitsell, University of Nottingham Ningbo China**

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.

### 1715-1730 Google Translate – What do wider academic community think?

**Mike Groves, Birmingham International Academy**

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.