

The Systematic Integrated Learning Adviser program at James Cook University

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The Systematic Integrated Learning Adviser (SILA) program currently in place at James Cook University is one of this institution's responses to the numerous drivers pressing universities to examine the ways in which they provide English language development to students. Two key factors underpinned the original rationale for this program. First, the widening participation agenda flowing from the recommendations of the Bradley et al. (2009) review of higher education continues to have a tangible impact on the both the diversity and preparedness for academic study of first year students entering the institution. Second, a growing body of research indicates that the 'traditional' methods of providing academic literacies support to our students are often ineffective and may be seen as unsustainable in the current funding environment (Dunworth, 2013). At the same time, the clear signals provided by TEQSA concerning the central importance of students' English language proficiency (TEQSA, 2012) have provided impetus for internal policy makers to connect the concerns and experiences of 'on the ground' teaching staff (including learning advisers) to institutional actions.

This presentation details the ongoing progress of the SILA program with particular reference to the good practice principles described in the document, *Good practice in developing an institutional strategy for post-entry student English language proficiency* (Dunworth, Drury, Kralik, Moore & Mulligan, 2013). The presentation considers the evolving 'place' of post entry language assessments (PELA) and draws on the preliminary results of the SILA evaluation research project to explore the challenges and success experienced to date.