



The global forum for  
EAP professionals

# **EAP outside the box:**

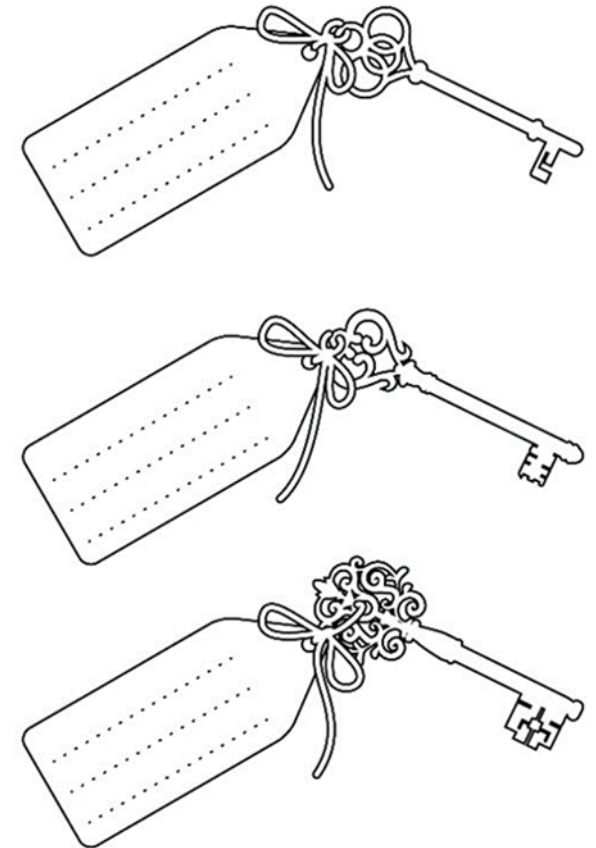
Unpacking context(s) in the BALEAP accreditation scheme

Dr Lia Blaj-Ward & BAS Assessors

11 May 2024



**Welcome to BAS**



# Plan for the day (BEFORE lunch)

11:00-11:25 Welcome / introductions / the working definition of 'context' in BAS / the purpose of the context document (Appendix 6.2) / updates to the BAS handbook

11:30-11:55 Neil Tibbetts and Timothy Chapman – In-sessional EAP contexts

12:00-12:25 Professor Nina-Anne Lawrence – Opening context up. EAP outside the EAP 'classroom'

12:30-12:55 Conversation on tables with guiding questions

**13:00-14:00 Lunch**

# Plan for the day (AFTER lunch)

## 13:00-14:00 Lunch

14:00-15:15 Preparing the BAS context document (Appendix 6.2, Sections A1 and A2): Leveraging strengths to deal with constraints and challenges (conversation on tables + plenary report back)

15:15-15:30 Closing section

# Introductions

(assessors present at the event)

- Lia Blaj-Ward
- Conrad Heyns
- Helen McAllister
- Karin Whiteside
- Lena Grannell
- Jeni Driscoll
- Helen Hickey
- Richard Davie
- Sarah Brewer



# Working definition of context in BAS

p. 3 in BAS Handbook, principle of BAS accreditation

**Contextualised:** providing EAP courses (e.g. preparatory courses; in-course provision for students; research publication work with staff) that are appropriate to the institutional and disciplinary context, and which constantly seek to develop in response to changing needs.

BAS invites current and potential new members to ‘unpack’ their context for the assessors, to ensure that

- we develop a shared understanding of the context
- we make evaluative judgements and recommendations that are highly relevant for you.

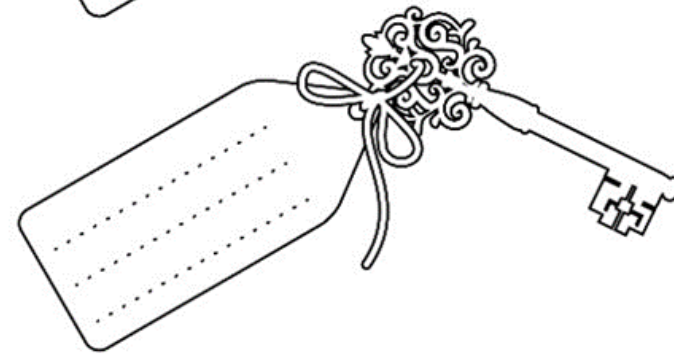
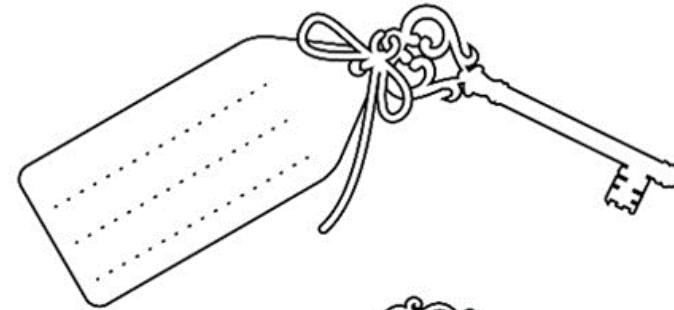
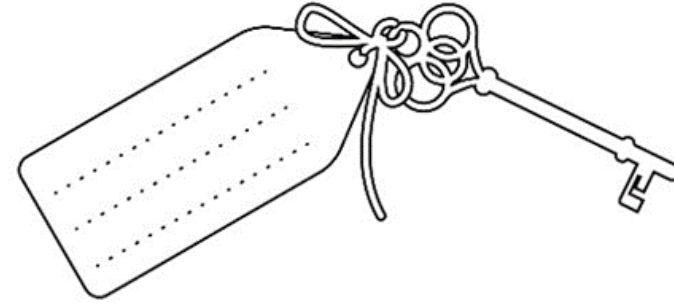
What we mean by context: Appendix 6.2 Sections A-F2 and F3-F19 (the information to include will differ based on the nature and size of the course/s you put forward for accreditation).

# Where do we see EAP: not either/or but both/and plus many options in between



# Unlocking C4 in the context document

“What do you do to foster professional development and scholarly activity amongst EAP TEACHERS?”  
(200 words maximum)





# How to approach C4

In C4 you write about your overall approach to staff development and scholarship (200 words).

## Criterion I.6:

The COURSE provider ensures that TEACHERS have access to resources and opportunities for scholarship and/or continuing professional development. (though C4 actually ties in with all other criteria to greater or lesser extent)

## Context documentation (F13):

Observation records and staff development policy; an overview of teacher recruitment criteria should also be provided here, with notes on development opportunities for less experienced staff. (linked specifically to the course you put forward for accreditation)

During the accreditation visit we may ask you about...

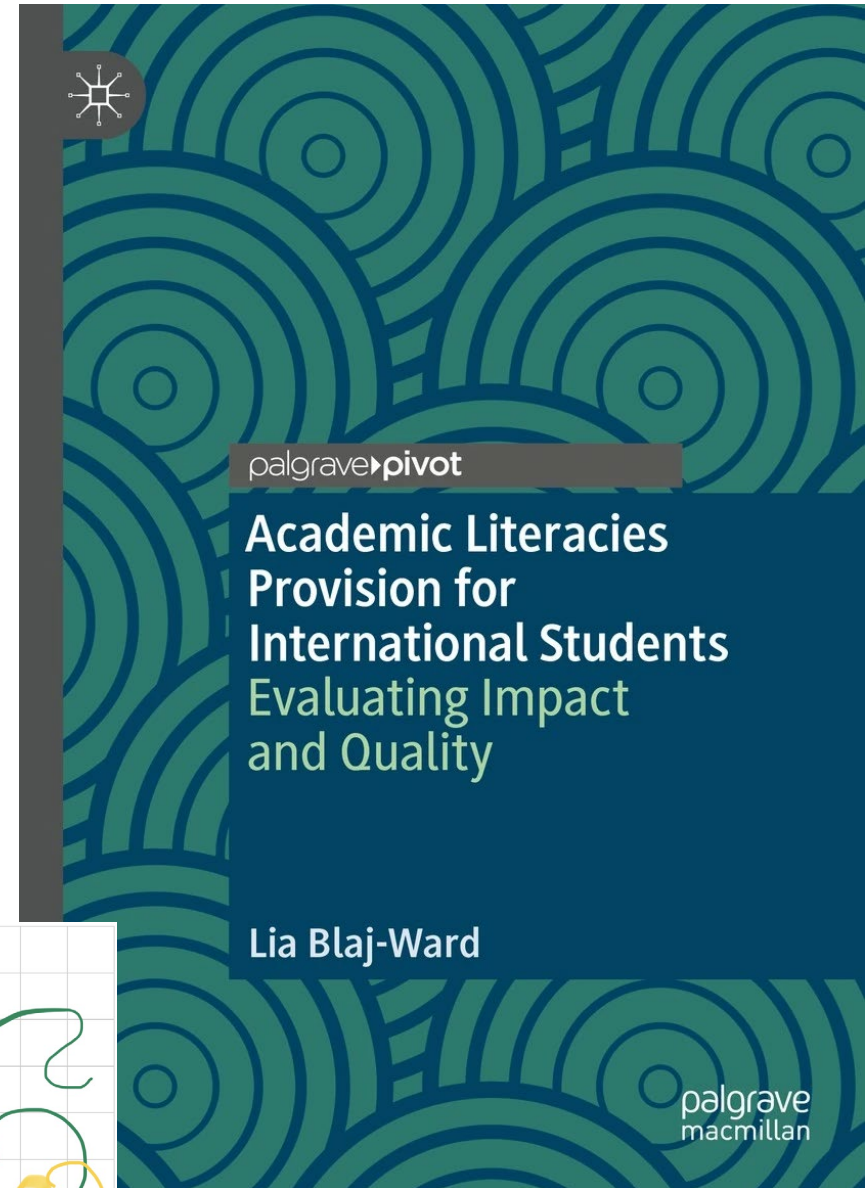
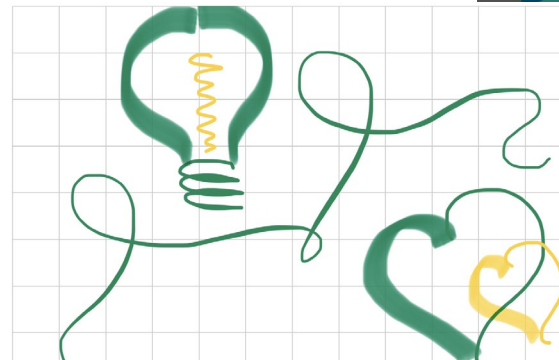
## ...how you approach C4

During the accreditation visit we may ask you

- Is there a specific policy document in your institution that informs staff development (you may or may not have a specific written policy for your unit)?
- Within budgetary and contract-related constraints, what forms of development do staff have access to, internally and externally (teaching, QA, leadership/management)?
- How does staff development feed into the course you are putting forward for accreditation? (some specific examples)
- What do you think would help create a stronger staff development culture in your context?

# BAS as a source of professional development + scholarly activity

- thank you from me ( to BAS – learning ongoing (first accreditation visit as assessor in 2014 – HW, with thanks to Olwyn Alexander)
- BAS as a source of learning and development for BAS members, beyond accreditation visits (e.g., annual May events; redesigned interim questions)
- BAS as a platform to share insights with the wider EAP community and learn from others (e.g., Impactful Collaboration award – deadline 31 May 2024 ☺; how to open up good practice to others).



# Updates to BAS Handbook

Karin Whiteside – custodian of the scheme 2025-2028.

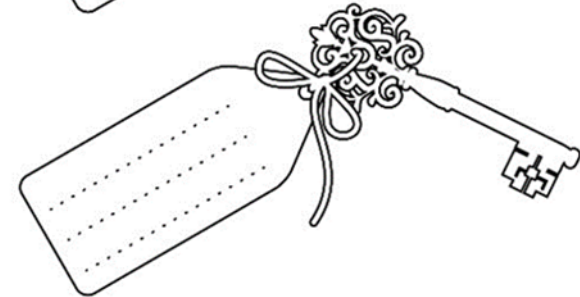
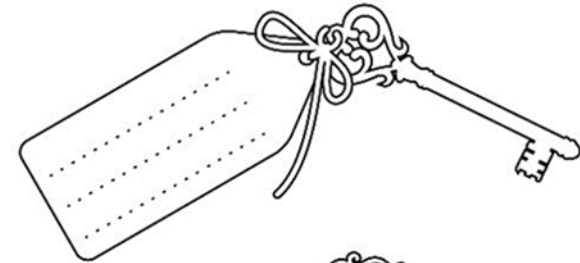
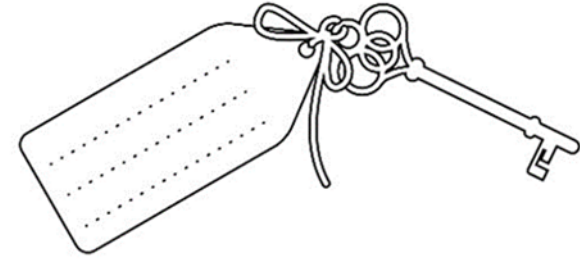
Revised criteria piloted in 2021 for re-accreditation of two 'established' centres.

Two years of accreditation visits (2022 and 2023) – perspective of existing assessors + new assessors shadowing and carrying out full visits.

Small changes, please ensure you use the most recent version – March 2024 (version control vital in quality assurance).



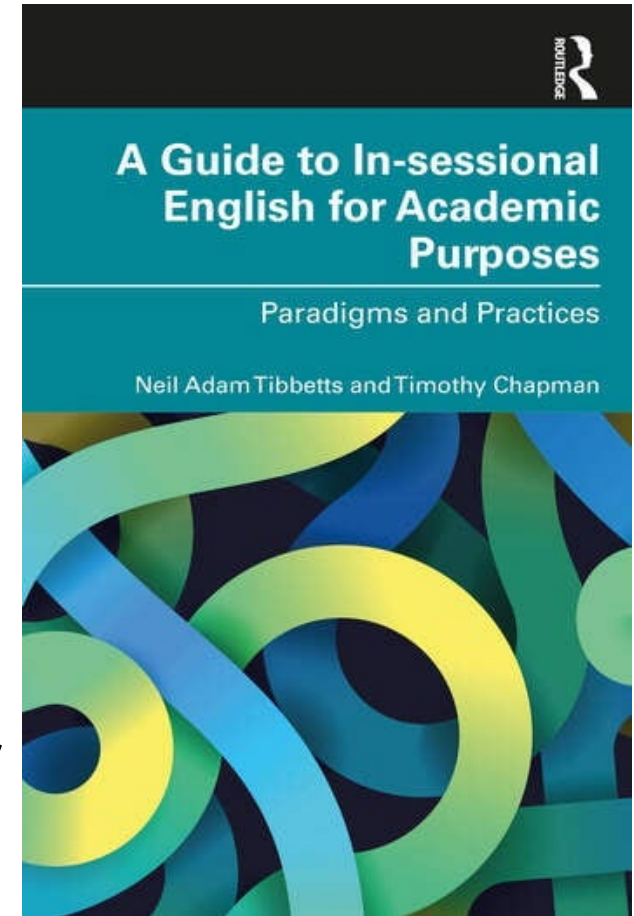
# In-sessionnal EAP contexts



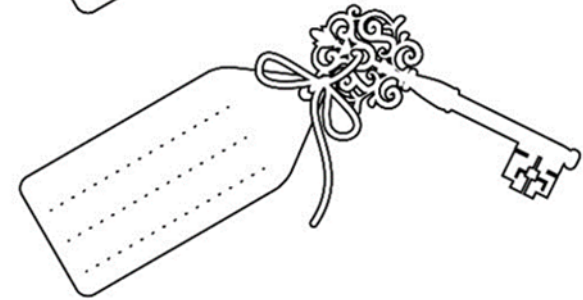
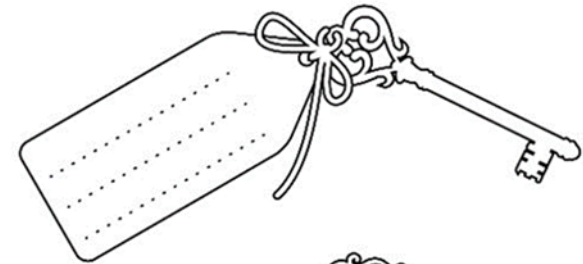
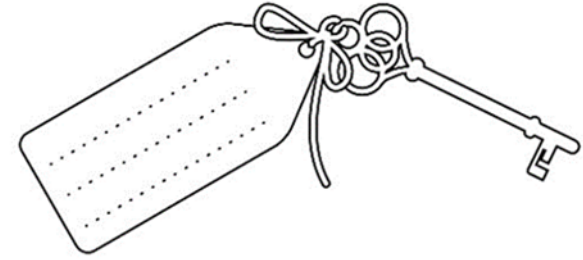
# Ensuring In-sessional courses are BAS-accreditation-ready

Two possible things to bear in mind:

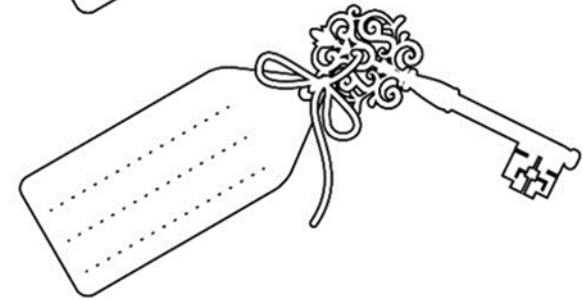
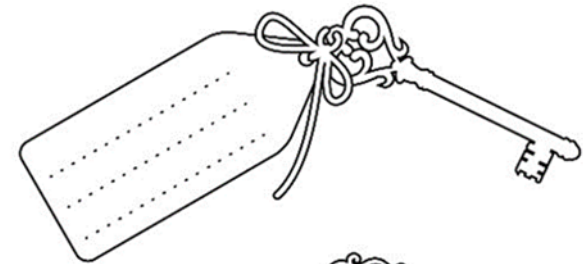
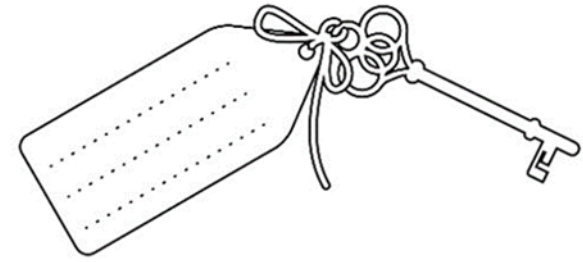
- In-sessional courses may be fluid and responsive to changes in the degree courses to which they align (negotiated syllabus), not full set of materials, sample + evidence of scholarship-informed thinking that goes into planning.
- If In-sessional not summatively assessed, criteria II.6 and II.7 could be taken out of the overall accreditation decision, unless In-sessional is fully embedded and aligned to degree course assessment; formative EAP tutor feedback could be evidence to meet criteria.



**(see separate set of  
slides for Neil Tibbetts  
and Timothy Chapman)**

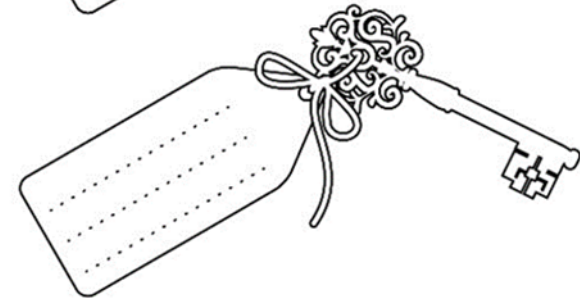
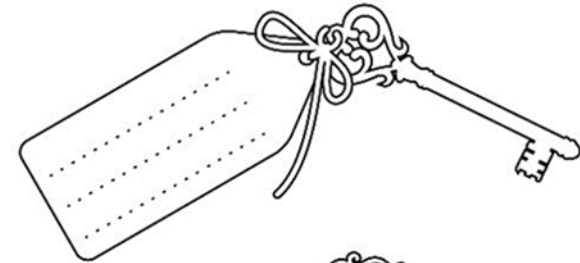
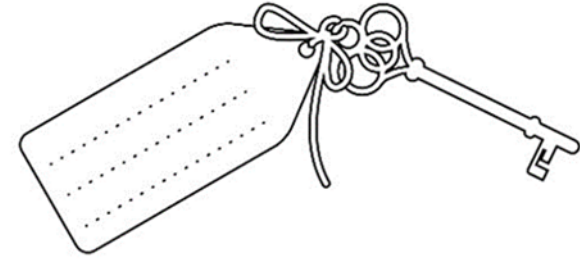


**Opening context up:  
EAP & pathways  
Prof Nina-Anne Lawrence  
(see separate set of  
slides)**





**Questions  
to  
consider**



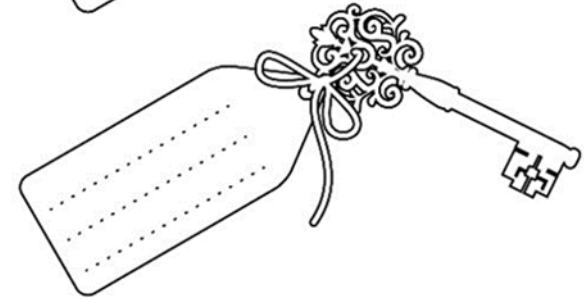
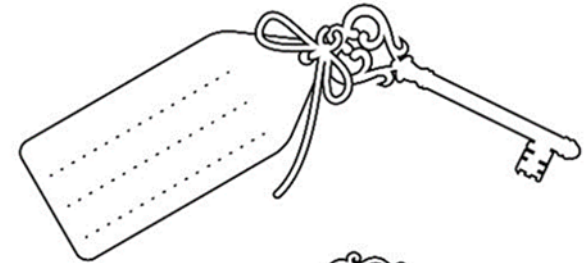
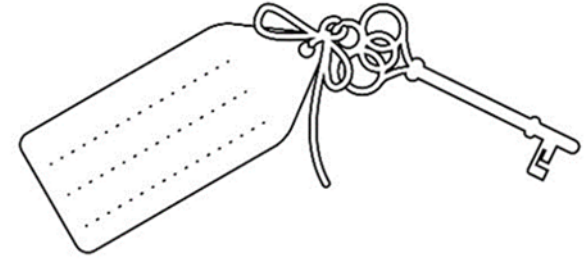
# Questions to consider

Of the points discussed so far, what resonates with you most immediately?

What courses, other than Pre-sessional ones, in your context could potentially be put forward for accreditation (in the immediate future or longer term)?

What might be some of the challenges that these courses – or similar ones – would encounter in the accreditation process?

# Lunch



# From the BAS Handbook (Dr Karin Whiteside)

## A. Contextualising your EAP Provision

**A1.** Please provide a brief historical narrative of the UNIT which includes a brief description of your wider educational environment (i.e. type of institution, whether some provision is outsourced, etc). What are the influences and impacts (positive and/or negative) of this wider context on current EAP provision and on future trajectory or plans? **(500 words maximum)**

Note: You may want to consider the extent to which you are 'principles-based' and/or 'constraints-based' in your approach. In doing so, it may be useful to consider your i) strengths, ii) constraints, and iii) challenges.

**A2.** Given the context set out in A1, what are your current priorities for EAP in your UNIT? Please indicate what you want BAS to look at in particular so that BAS can help you to achieve your priorities? You may want to distinguish between i) strategic and ii) operational priorities. **(500 words maximum)**

Note: You are welcome, but not required, to provide supplementary documentation, e.g. vision statement, annual report. This might be at the level of Unit or wider institution, or both.



# For Units to ask themselves...

1. What aspects of your context facilitate a **principled** approach?  
Are these being fully exploited in your existing provision?
2. What aspects **constrain** you?  
What can you do to overcome and/or work around these?
3. What are your **strengths** and how can these be built on?
4. What are your biggest **challenges** currently?  
How far (or not!) do you control the solutions to these?
5. How can institutions best approach a BAS visit in terms of supporting the achievement of their **priorities (strategic and/or operational)**?

# Starting where you are and making the most of what you have...

## **Institution: University of the Arts, London**

- dispersed campuses
- >50% speakers of EAL; relatively low language entry requirements
- focus on access & participation.

## **Unit: UAL Language Centre**

- in Directorate of Libraries & Student Services
- Pre-sessional reports through Academic Enterprise;
- 'academic oversight' by Associate Dean, International Student Experience
- split of Pre- and In-sessional
- shared policies, approaches and CPD.

## **Staffing & Development**

- limited permanent roles & opportunities for progression
- no allocation for scholarly activity/ research within contracts
- CPD opportunities good.

# Post on to our Padlet

