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# Transitions and Transformations: The key roles of the EAP practitioner

## BALEAP PIM: 7th March 2025

Join us at the University of Hertfordshire for a face-to-face PIM focusing on Transition and Transformation in Higher Education. Let's explore and share best practice of how EAP and Academic Skills practitioners support often diverse, international and non-traditional student cohorts to successfully bridge the gap to university study and make it a truly life-changing experience. Connect and collaborate with fellow professionals!



University of Hertfordshire,  
Fielder Centre, Hatfield  
AL10 9TP

Registration open 4/11/24 - 21/2/25.  
Please see the [BALEAP website](#) for  
further information.

## Transitions and Transformations: The key roles of the EAP practitioner

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The **University of Hertfordshire's PIM** aims to explore the key themes of **Transition and Transformation** for students embarking on their academic journeys and beyond. The focus here is on the vital roles we play as EAP and Academic Skills practitioners in firstly supporting students to successfully bridge the (at times significant) gap to academic study and then enabling students to maximise their potential to make a university education a truly life-changing experience for them. Areas of interest to EAP professionals that will be addressed at this PIM include the following **three key questions**:



**1 Transition:** *What roles can EAP practitioners play in supporting smooth and successful transitions for students from a variety of backgrounds entering Higher Education?*



**2 Transformation:** *How best can EAP practitioners support students so that university can be a truly transformative experience for them?*



**3 Higher Education Re-imagined:** *What does transition and transformation mean in our sector?*



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### Morning Schedule:

**9-10am**

Registration & Welcome tea, coffee and pastries

**10-10.15am**

Introduction to the PIM

**10.15-11am**

**Transformation, Transition, and Equity:  
*the Place and Purpose of EAP in a Widening  
Participation University***

**Mark Holloway and Dan Pearce**  
University of Hertfordshire

**11-11.15am**

Coffee break

**11.15-12.45pm**

Morning parallel sessions (*see below*)

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**11.15-12.45pm:** 20 minute presentations plus 10 minute Q&A

### Transition

**Transitional Role of EAP Practitioners:  
KickStart to Your Academic Journey for  
Non-Traditional Students**

**Shasha Li**  
University of Nottingham

**Transitioning Beyond Students' Silos**

**Timothy Chapman**  
Goldsmiths, University of London

**The Provision of Academic Skills and  
Support to Students to Facilitate their  
Transition to Higher Education through  
Pedagogically Informed Initiatives**

**Dr Nuzhat Jafari**  
University of Bedfordshire

### Transformation

**Crossing the Borders: Bringing Subject  
Courses and Academic Languages and  
Literacies Together**

**Faith Dillon-Lee and Liz MacDougall**  
University of Edinburgh

**Aligning in-sessional EAP provision  
with Graduate Attributes: Ulster  
University's CPPD model**

**Michèle le Roux**  
Ulster University English for  
Academic Studies Centre

**Incorporating Sustainability into an  
EAP module**

**Joanne Raynor**  
Warwick University

### Higher Education Re-imagined

**ALiCE: Personalised Learning Support for Academic Writing Skills**

**Kirstin McLenaghan and Wolf Wright**  
The University of Law

**Lighting up the HE landscape: The pyrotechnic role of EAP practitioners**

**Neil Adam Tibbetts**  
King's College London

**Academic Writing Re-imagined: the Place for Stories and Poems**

**Cathy Faulkner**  
University of Bristol



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### Afternoon Schedule:

**12.45-1.45pm**  
Buffet lunch

**1.45-3.15pm**  
Afternoon parallel sessions (*see below*)

**3.15-3.30pm**  
Coffee break

**3.30-3.45pm**  
3-minute videos (*see below*)

**3.45-4.30pm**  
Panel discussion and close

**4.30-6pm**  
Drinks reception  
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**1.45-3.15pm:** 20 minute presentations plus 10 minute Q&A



### Transition

**Transitions Reimagined: AI-Aware Assessments and Structured Support for Student Success**

**Ahmet Celik**

Malvern International PLC / University of East London International Study Centre

**Academic and Non-Academic Bridges to Higher Education**

**Glen Thompson**

Carnegie Mellon University Africa

**Investigating the Impact of Academic English Support in Facilitating the Transition and Enhancing the Academic Writing Proficiency of Chinese Postgraduate Students in the UK**

**Yaxin Zhang**

University of Nottingham



### Transition

**Bridging Transitions: EAP's Role in Widening Participation at the University of Bristol**

**Vicki Stevenson and Rosa Escanes Sierra**

University of Bristol

**Transitioning into Successful Group Work: Questions Around Gendered and Raced Experiences**

**Philippa McLaughlin**

University of Hertfordshire

**Using Blended and Asynchronous Learning to Provide an Effective and Engaging Transition to HE**

**Jishan Uddin**

University of Hertfordshire



### Transformation

**Empathy in Language Teaching: Teacher's Diary, Student Reflections, and Resource Development**

**Dr. Stella Giorgou Tzampazi and Dr. Leonidas Tzampazis**

University of Bedfordshire

**PARSNIPs and Beyond: Facing and Embracing Challenging Conversations in the Higher Education Classroom**

**Hania Orszulik**

University of Leicester



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**3-Minute Videos and Posters:**

 **Transition**

**Empowering Transitions: Academic Skills Support for Diverse Learners at Hertfordshire Business School**

**Dr Imelda Dwi Rosita Sari**  
University of Hertfordshire

**Academic and Cultural Transitions:  
Asynchronous Activities for New International Students**

**AEB (Academic English for Business) Team**  
University of Hertfordshire

 **Higher Education Re-imagined**

**AI at Herts: Empowering Students & Staff**

**Cem Kaya**  
University of Hertfordshire

**Using Documentaries in the Classroom to Develop  
Critical Thinking Skills**

**Dan Pearce**  
University of Hertfordshire

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### Summaries of Presentations:

**Shasha Li - University of Nottingham**  
**Transitional Role of EAP Practitioners: KickStart to Your Academic Journey for Non-Traditional Students**

This presentation explores how the KickStart to Your Academic Journey programme at the University of Nottingham supports non-traditional students by developing essential academic skills and confidence. Through EAP and Academic Literacies frameworks, it addresses transitional challenges and highlights the role of EAP practitioners in bridging gaps for diverse students.

**Timothy Chapman - Goldsmiths, University of London**  
**Transitioning Beyond Students' Silos**

International Foundation students are often 'siloes,' studying separately from home foundation students, which may well limit transition into the wider university. The Collaborative Research module is a pedagogically-driven initiative, taught across programmes to diverse cohorts, encouraging integration and understanding among groups who otherwise would not be learning together.

**Dr Nuzhat Jafari - University of Bedfordshire**  
**The provision of academic skills and support to students to facilitate their transition to higher education through pedagogically informed initiatives**

This presentation lines up with the sub-theme by demonstrating how transitions into Higher Education are enhanced by EAP practitioners through innovative, student-centred strategies in Centre of English as a Foreign Language, University of Bedfordshire (CEFL). These programs address a range of needs by incorporating student input, inclusive practices, and focused support into the planning and execution of curricula. This promotes equity, engagement, and academic success throughout the Foundation, Pre-sessional, and Academic Skills Training phases.

**Faith Dillon-Lee and Liz MacDougall - University of Edinburgh**  
**Crossing the Borders: Bringing Subject Courses and Academic Languages and Literacies Together**

The IFP at the University of Edinburgh is currently undergoing a redesign, necessitating a rethink of the relationship between the English Language Education and Open Studies departments. This talk will explore the highs and lows of bringing these two discrete areas together.

**Michèle le Roux - Ulster University English for Academic Studies Centre**  
**Aligning In-sessional EAP Provision with Graduate Attributes: Ulster University's CPPD Model**

In-sessional EAP provision is often not credit-bearing, and this can have repercussions for learners' engagement and perception of the value of such provision. I propose to share with PIM participants a model which has been developed at Ulster University: the Continuing Personal and Professional Development (CPPD) modules offered by the English for Academic Studies Centre (EASC). These 5- and 10-credit modules are aligned with the university's Graduate Attributes framework and appear on students' degree transcripts. I will report on the rationale and design of this relatively new model and on student uptake and feedback. I hope that this will open up discussion and sharing of good practice among participants at the PIM.

**Joanne Raynor - Warwick University**  
**Incorporating Sustainability into an EAP module**

Advance HE's 2030 Strategy highlights embedding sustainability as a "fundamental aspect of a thriving future". To develop "future fit graduates" a vital role of higher education is to equip students with the competencies and skills to deal with the many sustainability challenges we face.



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**Kirstin McLenaghan and Wolf Wright - The University of Law**  
**ALiCE: Personalised Learning Support for Academic Writing Skills**

We analysed the academic writing needs of students at the university, then developed a custom GPT to evaluate their writing, based on the key criteria identified, and designed it to signpost students to relevant language learning resources, developed in-house. This is currently being implemented in degree programmes with large numbers of international students.

**Neil Adam Tibbetts - King's College London**  
**Lighting up the HE landscape: The pyrotechnic role of EAP practitioners**

This talk re-imagines the role of EAP and EAP practitioners in the contemporary university sector, rising far beyond expertise in teaching and supporting students. Drawing on experiences of success leading cross-institutional curriculum development and scholarship, I suggest EAPers can have transformative power, 'lighting up' the pedagogical terrain in contemporary HE.

**Cathy Faulkner - University of Bristol**  
**Academic Writing Re-imagined: the Place for Stories and Poems**

For many arriving at university, writing academically can seem daunting and inaccessible. I argue that creative writing may be an effective and engaging way to bridge this gap, raise awareness of genre, develop writer confidence, and provide potentially transformative student experiences.

**Ahmet Celik - Malvern International PLC / University of East London**  
**International Study Centre**  
**Transitions Reimagined: AI-Aware Assessments and Structured Support for Student Success**

The presentation explores how structured Study Skills Support Seminars and AI-aware process-based assessment strategies support effective transitions into higher education. It highlights scaffolding approaches, technology-enhanced learning tools, and iterative assessments that develop academic skills, digital literacy, and integrity, ensuring students are prepared for degree-level study and long-term success.

**Glen Thompson - Carnegie Mellon University Africa**  
**Academic and non-academic bridges to Higher Education**

I work at Carnegie Mellon University, Africa. Students come from a wide range of countries and backgrounds, including underprivileged ones - and many are on scholarships. My presentation highlights the academic and non-academic components of my programmes that enable students to transition successfully to higher education and thrive.

**Yaxin Zhang - University of Nottingham**  
**Investigating the Impact of Academic English Support in Facilitating the Transition and Enhancing the Academic Writing Proficiency of Chinese Postgraduate Students in the UK**

This presentation focuses on preliminary research ideas in exploring the impact of academic English support on the writing proficiency of Chinese postgraduate students transitioning to higher education in the UK. It also investigates how EAP practitioners might assist students to facilitate smoother academic integration and enhance academic success.

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**Vicki Stevenson and Rosa Escanes Sierra - Centre for Academic Language and Development,  
University of Bristol**

**Bridging Transitions: EAP's Role in Widening Participation at the University of Bristol**

This talk exemplifies and reflects on Widening Participation (WP) transition courses at the University of Bristol. It hopes to spark conversations around the specific role of EAP provision in this type of course from a reflexive perspective outside the 'traditional' pre-sessional and in-sessional provisions.

**Philippa McLaughlin - University of Hertfordshire**  
**Transitioning into Successful Group Work:  
Questions Around Gendered and Raced Experiences**

Teamwork is key to the transitional experience of current university landscapes. Collaboration and teamwork are often graduate attributes, experiences are useful interview material and team projects have the potential to impact a student's entire academic experience. This is usually partnered with goals around diversity and as EAP practitioners, and we are committed to encouraging diversity and group work and in supporting students in understanding this value. The benefits of this are well documented but do we need to go further and dig deeper into how far our practices are inclusive as well as diverse? This talk will ask whether we explore gendered and raced embodied experiences to raise critical questions, including gendered and raced outcomes of leadership, exclusion and a burden of care.

**Jishan Uddin - University of Hertfordshire**  
**Using Blended and Asynchronous Learning to Provide an Effective and Engaging Transition to HE**

In this talk, I aim to share my own key personal learnings originally from the enforced 'pandemic pivot' to online live and asynchronous (blended learning) re-conceptualisation of traditional academic module delivery for students aiming to make the step to university study in the UK. I see huge gains in this change of delivery, namely in efficacy and engagement - so much so that I see no way back to 'business-as-usual'. I discuss how these learnings have also informed my creation of a fully asynchronous pre-arrival course for new students and propose several essential strategies to enhance course design for EAP and academic module delivery.

**Dr. Stella Giorgou Tzampazi and Dr. Leonidas Tzampazis - University of Bedfordshire**  
**Empathy in Language Teaching: Teacher's Diary, Student Reflections, and Resource Development**

This talk will explore fostering autonomy and empathy through reflection, featuring teachers' and students' perspectives. It highlights tools like choice boards, empathy maps, and independent learning plans, showing their effective use in enhancing engagement and understanding in educational settings.

**Hania Orszulik - University of Leicester**  
**PARSNIPs and Beyond: Facing and Embracing Challenging Conversations  
in the Higher Education Classroom**

This presentation discusses the value of pragmatic and intercultural competence for successful integration into higher education culture. These competences are necessary for students to make a smooth transition to the workplace and become active global citizens.



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### **Dr Imelda Dwi Rosita Sari - University of Hertfordshire** **Empowering Transitions: Academic Skills Support for** **Diverse Learners at Hertfordshire Business School**

This presentation explores the diverse programmes and activities provided by the Academic Skills Team at the Centre for Academic Skills Enhancement (CASE), Hertfordshire Business School (HBS), University of Hertfordshire, to support students' smooth transitions into Higher Education. It highlights embedded sessions, ad-hoc sessions, drop-ins, and 1:1 appointments, examining the range of offerings, successes achieved, and challenges faced in promoting academic success during the in-session stages.

### **Dan Pearce - University of Hertfordshire** **Using Documentaries in the Classroom to Develop** **Critical Thinking Skills**

Netflix documentaries such as *The Social Dilemma* (2020), *Downfall: The Case Against Boeing* (2022), *White Hot: The Rise and Fall of Abercrombie and Fitch* (2022) and *American Factory* (2019) can all be mined for discussion in the classroom to better prepare graduates for workplace challenges around being ethical, inclusive and sustainable. These documentaries also appeal to the visual learning style of Generation Z learners. An under-explored area within business education is the importance of helping learners to become more visually-literate in the same way Film Studies students learn, and lifting the lid on how documentaries are made can be an effective way to teach critical thinking. This video offers theoretical and practical insights for those interested in harnessing documentaries as a tool within their teaching practice.

### **Cem Kaya - University of Hertfordshire** **AI at Herts: Empowering Students & Staff**

This video will explore how the AEB team promotes the ethical use of AI in learning and teaching. It highlights responsible AI practices, academic integrity, and transparency while showcasing AI's role in future careers. By using AI wisely, students and staff not only enhance their studies but also transform themselves for lifelong success.

### **AEB (Academic English for Business) Team - University of Hertfordshire** **Academic and Cultural Transitions:** **Asynchronous Activities for New International Students**

The AEB team share their suite of educational support for students at Hertfordshire Business School including a fully asynchronous pre-arrival module, short asynchronous Academic Integrity and Academic Skills development courses as well as embedded module specific in-session classes - mostly online but also face-to-face - following the CEM (contextualise, embed and map) model.

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**Getting here:** The PIM venue can be found at the following address: The Fielder Centre, University of Hertfordshire, Hatfield Business Park, Hatfield Avenue, Hatfield, AL10 9TP

**Air:** London Luton Airport is the nearest place to fly to. See below for directions from Luton to the venue.

**Road:** The Fielder Centre is 1.6 miles northwest of Hatfield town centre. It can be accessed from the east via the A1(M) or from the west via the M1. Satnav users can use AL10 9TP for the quickest and most accurate journey. Daily visitors may park for an unlimited amount of time in the Fielder Centre car park that is in front and to the right of the Fielder Centre. The car park also has Blue Badge parking bays available within.

**Public Transport:** **Hatfield** Rail Station is the closest railway station and has Great Northern Line trains from London (King's Cross, Finsbury Park and Moorgate) as well as from Stevenage and Cambridge plus Thameslink trains from London (St. Pancras, Farringdon and Blackfriars) and Peterborough, Stevenage and Cambridge. From Hatfield station, the Fielder Centre is a 30-minute walk or a short taxi journey. Alternatively, a short journey on the 614 'The Comet' takes you 15-mins walk away or you can change to take the 610 'Dragonfly' to go directly to the venue in a further 3 minutes. **St. Albans City** Rail Station is another option. Thameslink trains from London (St. Pancras, Farringdon and Blackfriars) and Bedford visit this station. From St Albans, the 601 'The Alban Way' goes directly to the venue in approximately 30 minutes. **Luton** Rail Station is another option. As above, this station is serviced by Thameslink trains from London (St. Pancras, Farringdon and Blackfriars) and Bedford. From Luton, the 610 'Dragonfly' goes directly to the venue in approximately one hour. *For more details about the relevant bus services outlined above and provided by UNO bus including timetables, frequencies and journey duration, please see <https://www.unobus.info/journey-planner>.*

**Places to Stay:** Premier Inn, Travelodge and The Comet hotels (in order of proximity to the venue) are all options in Hatfield to stay the night.