



Programme

9:20 – 9:50 Registration
9:50 – 10:00 Introduction to day
10:00 – 10:30 Vicky Collins & Anastasios Asimakopoulos, University of Reading, Bringing the outside in: Integrating Academic Contexts and Voices of the University into a Pre-sessional
10:30 – 11:00 Siân Lund, Royal College of Art, An iterative process of enquiry model for constructively aligned knowledge exchange course development
11:00 – 11:15 - BAS Criterion Lightning Talk (II.6 & II.10) Aaron Rotsinger, University of St Andrews, Authenticity in Pre-sessional Assessment
11:15-11:30 - BAS Criterion Lightning Talk (I.9) Natalie Green, Nottingham Ningbo China/University of Bristol, The Power of Reaching Out: Internationalising EAP principles and responding to context
11:30-12:00 Coffee
12:00-13:00 BAS CPD 1 Melinda Whong, The Hong Kong University of Science and Technology Academic Purposes: The Importance of Context
13:00-14:00 Lunch
14:00-14:30 Chris Smith, University of Edinburgh, Directing the Spotlight: Highlighting best practice and seeking useful feedback
14:30 to 14:45 - BAS Criterion Lightning Talk (I.9) Irene Addison-Child & Natasha Rust, University of Leeds, (Co-) constructing, evaluating, and articulating centre and course principles: A Centre-wide initiative on syllabus
14:45 – 15:00 - Lightning Talk Kevin Haines, University of Bristol, Zooming in and zooming out; transparency and dialogue at the core of the BAS accreditation experience
15:00-15:20 Coffee
15:20-16:20 BAS CPD 2 Steve Kirk, Durham University Why do you do what you do? Teasing out your EAP course principles
16:20-16:30 Closing



Abstracts

BAS CPD sessions

Academic Purposes: The Importance of Context

Melinda Whong, The Hong Kong University of Science and Technology

We are well aware of the need to tailor our provision to meet academic purposes, especially in terms of discipline, proficiency level and student profile. But there is more to the question of context which is important for ensuring a successful accreditation exercise. By the end of this workshop, participants will have good understanding of the expectations associated with the Accreditation Context document required in the accreditation process, and the reasons why it is important to explicitly articulate the context in which your programme is situated.

Why do you do what you do? Teasing out your EAP course principles

Steve Kirk, Durham University

Have you stopped to consider what 'flavour' of EAP you're offering on your pre-sessional (or in-sessional) programmes? Being clear about what you're teaching and why is good for student understanding, for teacher navigation of your courses and for enabling tighter coherence among coordinators. Making your course principles explicit is part of BAS accreditation and doesn't have to take you a lot of time. Starting from EAP materials and what actually happens in the classroom, this workshop will help you get started.

Presentations

Bringing the outside in: Integrating Academic Contexts and Voices of the University into a Pre-sessional

Vicky Collins & Anastasios Asimakopoulos, University of Reading

We detail how our redeveloped pre-sessional integrated the context and perspectives of the broader institution to achieve an 'inclusive, locally embedded' curriculum, with learning outcomes and materials 'exemplary in their alignment to the specifics of the Reading context' (BAS Report). We explore how insights into students' disciplinary destinations, gained through the strong links between pre-sessional and in-sessional provisions, have informed design, and share examples of how the 'voices' of both academic subject specialists and the wider campus community have been incorporated into materials. We also reflect on the work needed to maintain our locally-embedded character in an evolving context.

An iterative process of enquiry model for constructively aligned knowledge exchange course development

Siân Lund, Royal College of Art

In this talk I will outline how our Pre-Sessional course for Art & Design was designed and recognised in our BALEAP report as showing a 'keen understanding of academic practices within RCA departments [with] strong alignment to student destination needs'. I will then demonstrate how the new BAS guideline provided a framework through which to articulate the course principles and how further invaluable support and guidance during the BAS visit helped consider how these could be distilled, integrated within the teaching schedule and used as an underpinning roadmap for tutors and students to apply during the course.

Directing the Spotlight: Highlighting best practice and seeking useful feedback

Chris Smith, University of Edinburgh

This talk will explore how institutions can direct the focus to get the most from a BAS visit. This will include suggestions on how to shine a light on best practice, based on a case study of discipline specificity at the University of Edinburgh. It will also discuss how we were open to critique on our assessments and criteria, and how we used that for development.

The talk will also reflect on the presenter's own experience, exploring paradigms including quality assurance vs enhancement, passivity vs proactivity, and the possible tension between the BAS score and feedback.

Lightning Talks

BAS Criterion Lightning Talk (II.6 & II.10) - Authenticity in Pre-sessional Assessment

Aaron Rotsinger, University of St Andrews

Inspired by our last BALEAP re-accreditation visit, in an effort to better align our Pre-sessional assessment design with the activities our students do in their degree programmes, we conducted a needs analysis and revised our programme. The new assessment tasks prioritise authenticity, for instance, using a live lecture. We feel we have



greatly increased the environmental authenticity - overlap of the task formats. However, the diversity of postgraduate programmes combined with the small number of students in the Pre-sessionals means that we still struggle to increase the content authenticity – overlap with the subjects that we are preparing the students to study.

BAS Criterion Lightning Talk (I.9) - The Power of Reaching Out: Internationalising EAP principles and responding to context

Natalie Green, Nottingham Ningbo China/University of Bristol

This talk is about the process that was initiated by the BAS visit and the accreditation of two of our core courses. I will mostly focus on what happened afterwards, which led to the centre creating its own new set of EAP principles. This was achieved mostly through grassroots participation, and it created a set of principles which are currently being implemented, by guiding the focus of conversations that are held about teaching and learning within the centre. There is a special power in the synergistic relationship between institutions that reach out to each other across the globe.

BAS Criterion Lightning Talk (I.9) - (Co-) constructing, evaluating, and articulating centre and course principles: A Centre-wide initiative on syllabus

Irene Addison-Child & Natasha Rust, University of Leeds

Following our accreditation inspection in 2022, we implemented a centre-wide review of syllabus documentation. This comprised a syllabus project, which ran over two academic years. It aimed to review and surface shared principles; refine our practice; and evidence the needs analysis, scholarship and outcomes of our content-based programmes. In this presentation, we will share the stages of the syllabus project including CPD events, a peer review exercise and a thematic analysis of the syllabus documentation.

Lightning Talk - Zooming in and zooming out; transparency and dialogue at the core of the BAS accreditation experience

Kevin Haines, University of Bristol

I will discuss what I am taking with me from our 2021 accreditation into this July's visit of our Pre-sessionals courses. Firstly, I will zoom in on the transparency required to give the assessors the necessary insights into our teaching, learning and organisational context. Secondly, I will zoom out to discuss the intrinsic value of the constructive dialogue with the assessors. Drawing on examples from the 2021 visit, I will sketch how I believe we will be able to maximise the value of this year's visit, whilst also ensuring that it is a valuable experience for the assessors.