**BALEAP ACCREDITATION CONTEXT FORM**

A. Contextualising your EAP Provision

B. Collaborations, Influence and Impact

C. Principles

D. Developments to Date (For Units seeking re-accreditation)

E. Essentials for the BAS Assessors

F. Documentation of your EAP Practice

The collection of pre-visit documentation is intended to prepare you and the assessors for the visit. The questions and information requested below are designed as much for you to focus on the work you do as it is to prepare the assessors for their visit. A successful accreditation is one which allows you to better understand your own principles and priorities in your provision. It is hoped that constructive recommendations by assessors will allow for positive developments for EAP within your UNIT.

**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?

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.

500 words maximum

**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.

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.

500 words maximum

**B. Collaborations, Influence and Impact**

**B1.** Please indicate, with exemplification, your relationship/s with other academic UNITS and/or the institution beyond your UNIT, and how that informs your EAP provision.

250 words maximum

**B2.** Please indicate, with exemplification, the impact of your EAP work on the relevant institution beyond your UNIT.

250 words maximum

**C. Principles**

**C1.** What are the principles underlying your approach to EAP (whether agreed or aspirational)?

200 words maximum

**C2.** What are the principles underlying your approach to assessment (if your provision includes formal assessment; if not, please provide any relevant information about how learner progress is evaluated)?

200 words maximum

**C3.** What are the principles underlying your approach to pedagogy? And/or what are your pedagogical strengths?

200 words maximum

**C4.** What do you do to foster professional development and scholarly activity amongst EAP TEACHERS?

200 words maximum

**D. Developments to Date (If seeking re-accreditation)**

**D1.** What have you done in light of recommendations from the previous BAS accreditation visit?

| Criterion and recommendation | Action | Outcome/impact |
| --- | --- | --- |
|  |  |  |

**D2.** What other changes have you implemented since the previous BAS accreditation visit (and/or interim report date if applicable).

Use the same table as above if relevant or free text if more appropriate.

**E. Essentials for the BAS Assessors**

**E1.** What COURSE/S will be running during the visit? What will not be running? (Please answer with reference to F2 below)

Note: It is important to schedule the visit at a time that will make best use of the accreditation visit. For large UNITS with a wide range of provision, please specify the COURSE/S as the focus the visit. This should be discussed and agreed with the Chair of BAS and/or assessors prior to the submission of this Accreditation Context document.

**E2.** Glossary of terms in your context.

There is an array of labels used in different contexts. Please provide a list of labels (with relevant acronyms) that you use so that we can use your labels.

EAP UNIT =

Other relevant UNITS =

COURSE =

TEACHER =

Manager/Role labels:

Management/Committee labels:

Any other labels:

**E3.** Please list any other acronyms used at your institution which the assessors may come across.

**F. Documentation (Context)**

Please send (or provide access to) appropriate documentation for the following.

**F1.** Organograms showing the structure

i) the structure within your organisational UNIT (specifying reporting lines and brief role descriptions)

ii) the position of your organisational UNIT in relation to wider institution

**F2.** Please provide an overview of EAP provision delivered by your UNIT over the course of one year (based on the most recent year). The level of detail included here will differ based on the size of your provision – please discuss with the lead assessor.

| COURSE | Start and end date; hours per week | Teaching staff numbers and contract types; roles if applicable | Student numbers |
| --- | --- | --- | --- |
|  |  |  |  |

**F3.** Map of premises indicating offices, classrooms and resource areas for the relevant courses.

Additional Documentation (EAP Practice)

Please send (or provide access to) appropriate documentation for the following points with respect to the particular COURSE/S that will be running during the accreditation visit.

Notes:

Documentation should be sent to the Assessors two weeks prior to the Assessment Visit

If your existing documentation organises the information differently to the list below, please clarify where each item can be found.

If you are unable to provide documentation for any of the below, please provide a brief explanatory statement with exemplification if possible.

**F4.** Aims and Learning outcomes

**F5.** Syllabus: scope and sequence

**F6.** Teaching materials (for students, and supplementary for teachers, if applicable)

**F7.** Assessment: tasks and criteria; resit and retake procedures (where applicable)

**F8.** Sample Final Student Reports

**F9.** Student Handbook

**F10.** Teacher Handbook

**F11.** Samples of student work showing teacher feedback

**F12.** Feedback from students and evidence of how this is used to inform enhancement decisions

**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

**F14.** Evidence of continuous evaluation of EAP provision (e.g. end of COURSE reports, quality assurance documentation, achievement and progression metrics if applicable) and a brief summary of the quality assurance processes that your provision follows

**F15.** Evidence of contact with other departments and/or wider university programming structures (e.g. minutes, emails)

**F16.** Teaching Induction/Orientation materials

**F17.** Timetable for the COURSE showing student activity each week

**F18.** List of classes, teachers and rooms for the teaching taking place during the Visit, to be used as a basis for planning the observation schedule. The provider may be invited to suggest an observation schedule for the visit and offer a brief rationale for this.

**F19.** Lesson plans: To be made available for each class taught during the visit.