



This year’s May Event is a joint BAS-TEAP initiative with a training focus on lesson observations in the afternoon. Registration for the event is free to all members of BALEAP.

Programme

9:20 – 9:50 Registration		
9:50 – 10:00 Introduction to day		
10:00 -11:30		
<ul style="list-style-type: none"> • Online: A talk from colleagues at University of Nottingham Ningbo China (details tbc) • Strathclyde ELT & BALEAP: A Journey of Growth (2015–2025) Ben Brown, University of Strathclyde • The Engaged Processfolio: Prioritising equity and humanity in pre-sessional assessment Susie Cowley-Haselden and Sanchia Rodrigues, Warwick University 		
11:30-12:00 Coffee		
12:00-13:00		
<ul style="list-style-type: none"> • Conceptualising practitioner competence in EAP contexts Carole MacDiarmid, University of Glasgow, Lindsay Knox, University of Edinburgh, and Xiaoqing Bi, Xi’an Jiaotong-Liverpool University • Into the eye of the beholder: an observer's perspective on the contribution of observation to the TEAP scheme Wayne Rimmer, University of Manchester 		
13:00-14:00 Lunch		
14:00-15:00 TEAP Observation Training		
15:00-15:20 Coffee		
15:20-16:20		
Discussion – TEAP Accreditation – The application process	TEAP Mentor Training	Discussion – The role of lesson observations within BAS (re)accreditation visits
16:20-16:30 Closing		

Abstracts

Strathclyde ELT & BALEAP: A Journey of Growth (2015–2025)

Ben Brown, University of Strathclyde

Strathclyde ELT’s BALEAP accredited journey (2015–2025) gives an overview of how the BAS accreditation criteria have supported a decade of structured growth, innovation and quality enhancement. Accreditation provided a principled framework that strengthened curriculum design, assessment validity and pedagogic coherence across all programmes. Through genre informed teaching, evidence-based redesign of the Pre-sessional, and impactful collaborations



with Faculties and international partners, the team embedded a strong enhancement culture. Digital innovation, TEA aligned quality assurance, and a clear focus on student outcomes have driven higher MSc completion rates and wider institutional impact. Strathclyde's experience demonstrates that BALEAP accreditation is achievable, developmental, and transformative for EAP provision.

The Engaged Processfolio: Prioritising equity and humanity in pre-sessional assessment

Susie Cowley-Haselden and Sanchia Rodrigues, Warwick University

The pre-sessional programme at the University of Warwick is built around principles of Engaged Pedagogy (hooks, 1994), Critical and decolonial EAP (Benesch, 2001; Canagarajah, 2024) and SocioAcademic Practices (Molinari, 2021). The courses are explicit in their theory informed practice, privilege knowledge building over language tuition and acknowledge that students are humans with emotions, experience, epistemic heritage and, access to Generative AI! Therefore, we have adapted Pearson's (2017, 2021) Processfolio to design an assessment that aligns with our course principles and pedagogy.

In this session we will outline how we adapted the Processfolio and focus on how we enact this in practice with weekly writing workshops throughout the course. We will also include how we went about getting staff and students on board with a quite radical departure from the more traditional written project assessment they had been used to.

Into the eye of the beholder: an observer's perspective on the contribution of observation to the TEAP scheme

Wayne Rimmer, University of Manchester

Observation is central to individual TEAP accreditation as the only mandatory form of evidence. However, there has been little scrutiny of how observation works within the context of the scheme, which reflects the meagre evidence base for observation within EAP. My scholarship project (Rimmer, forthcoming) examined observation through the lens of trained BALEAP observers and how they interpreted the TEAP criteria when applied to a specific EAP lesson. While the findings are directly relevant to the ongoing development of the TEAP observation process, I suggest that there are implications for the role and functioning of observation in other national EAP settings.

Rimmer, W. (Forthcoming). Into the eye of the beholder: The individual BALEAP TEAP scheme as a case study of lesson observation from the observer's perspective. *Journal of English for Academic Purposes*.

Conceptualising practitioner competence in EAP contexts

Carole MacDiarmid, University of Glasgow, Lindsay Knox, University of Edinburgh, and Xiaoqing Bi, Xi'an Jiaotong-Liverpool University

The BALEAP TEAP Competency Framework (2008 and updated in 2022 for the individual accreditation scheme) sets out the competencies thought to be necessary for EAP practitioners to carry out their work, with a clear articulation of essential knowledge, activities and values. Originally developed from a bottom-up, practitioner-based survey of EAP professionals, the framework is an important resource for practitioner development in a profession characterised by the absence of a specific qualification or entry pathway.

However, since its inception in 2008, there has been limited scrutiny of this, primarily UK informed, framework and its relevance to those delivering EAP both within and outwith the UK. Seeking to remedy this, BALEAP invited proposals which interrogated the framework. In this presentation, we will provide an overview of our BALEAP-funded project which uses phenomenography to understand how practitioners in both the UK and China experience the concept of EAP teacher competence and so their role. We will share our preliminary analysis of

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30 EAP practitioner interviews, outline our next steps and conclude with a brief reflection on our experience of carrying out cross-institutional research.