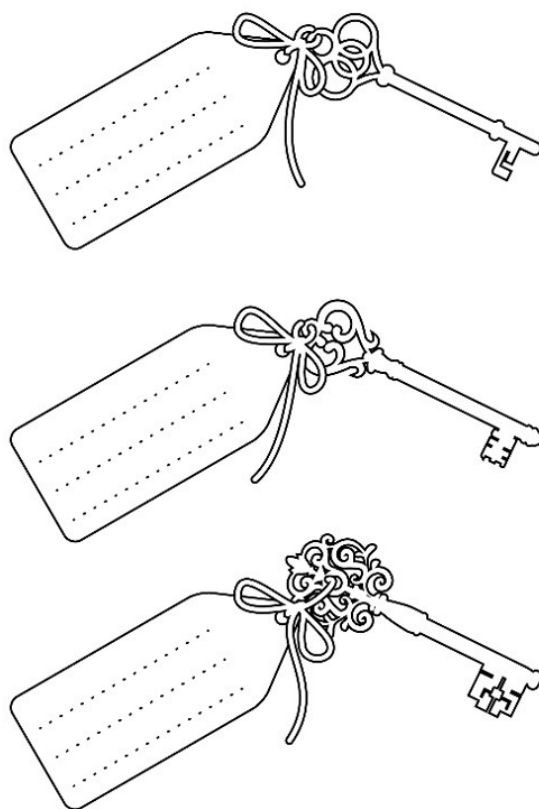




The British Association of Lecturers
in **English for Academic Purposes**

BALEAP Accreditation Scheme (BAS) Handbook



contextualisation + constructive alignment + collaboration



The British Association of Lecturers
in **English for Academic Purposes**

Acknowledgements

We are very grateful to all BALEAP Accreditation Scheme (BAS) assessor colleagues (past and present) who have inputted into the development of the revised accreditation handbook. We are equally grateful to past and present BAS accredited providers, their teams and their students, who have helped shape our understanding of good practice in EAP.

Glossary of terms and writing conventions

We use words in capitals, namely COURSE, TEACHER, as 'placeholder' terms in recognition of the wide variety of different terms used in different contexts. We ask the provider to define local equivalents in the documentation submitted.

Copyright for the handbook: © BALEAP 2024 www.baleap.org

Copyright for the cover image (keys and tags): © Christopher Hanley

Contents

1 Overview

1.1 The BALEAP Accreditation Scheme (BAS)	1
1.2 The benefits of BAS accreditation	1
1.2.1 Benefits to institutions	
1.2.2 Benefits to students	
1.2.3 Benefits to EAP providers	
1.2.4 Benefits to teachers	
1.3 The BAS Community and our commitments	3
1.4 The Principles of BAS accreditation	3
Contextualised	
Constructively aligned	
Collaborative	
1.5 The BAS approach to and understanding of EAP	3
1.6 The Criteria for BAS accreditation	4
I Administration and Leadership	
II Course Content, Delivery and Assessment	
1.7 How accreditation is awarded	6
1.8 The cost of BAS accreditation	7
1.8.1 Annual fee	
1.8.2 Guidance visit	
1.8.3 Assessors' fees	
1.8.4 Assessors' expenses	

2 Becoming accredited and being re-accredited

2.1 Eligibility	9
2.2 Applying for accreditation	9
2.2.1 Applying for accreditation the first time	
2.2.2 Applying for re-accreditation as an accredited provider	
2.2.3 Submitting the application	
2.3 Agreement of time of accreditation visit	10
2.4 Allocation of assessors for the accreditation visit	10
2.5 Length of the accreditation visit	11
2.6 Compilation of documentation	11
2.7 Preparation for the accreditation visit	11
2.8 During the accreditation visit	12
2.9 After the accreditation visit	13
2.10 Receiving the results of the accreditation visit	13
2.11 Appealing against the decision of the BAS Committee	13
2.12 Summary of the accreditation process	14

3 Accreditation

3.1 The responsibilities of the accredited provider	16
3.2 Claiming accreditation	16
3.3 Between accreditation visits	17

3.3.1 Interim review of accredited courses and maintenance of standards	
3.3.2 Notification of change	
3.3.3 Interim visits	
3.4 Withdrawal, withholding or suspension of accreditation	17
4 Assessors	
4.1 Appointment to the panel of assessors	18
4.2 Selection and remuneration	18
4.3 The assessors' task	18
4.4 Code of conduct for BALEAP Accreditation Scheme (BAS) assessors	19
5 The BAS Committee	
5.1 Membership	21
5.2 Officers	21
5.3 Period of service	21
5.4 Terms of reference	21
5.5 Meetings	22
5.6 Amendments to the handbook	22
5.7 Annual report	22
6 Appendices	
6.1 Application for accreditation	23
6.2 Accreditation context and additional documentation	24
6.3 Interim review of accredited courses and maintenance of standards	27

1 Overview

1.1 The BALEAP Accreditation Scheme (BAS)

The BALEAP Accreditation Scheme (BAS) is a specialist quality assurance and enhancement scheme set up by BALEAP for providers of English for Academic Purposes (EAP) worldwide. The Scheme is designed for any provider which prepares students or staff for successful academic study, teaching or research in higher education institutions. It is open to higher education institutions, further education institutions, language schools and international study centres anywhere in the world. The broad aim of BAS is to establish and sustain the standards required of specialist EAP provision in whatever context it exists, in order to enhance best practice across diverse education contexts and academic communities.

Accreditation in BAS is based on explicit criteria appropriate to the specialist area of EAP. The criteria are informed by other relevant frameworks which seek to specify qualities and attributes that students are expected to develop in the course of their studies, and at the university level in particular. The Scheme is designed so that the ability to satisfy the criteria will demonstrate a systematic adherence to core expectations and practices within EAP. As appropriate to the nature of EAP, inherent to these practices are a critical awareness of current issues and a commitment to instilling graduate attributes. The criteria also ensure that the curriculum reflects the theoretical underpinnings of the field of EAP.

BAS has been accrediting courses since 1991, based on the standards set out in a code of practice first established in 1989. These standards have been reviewed regularly in consultation with institutions who have gone through the accreditation process. Providers that meet BAS standards can be 'accredited by BALEAP', thereby becoming a member of the BALEAP Accreditation Scheme and a member of BALEAP. Following accreditation, accredited members may advertise themselves as such using the BALEAP Accreditation Scheme logo. For a full list of accredited providers, see the BAS website.

In joining the BAS community, BAS accredited providers have a continuing obligation to work to the agreed standards. They are re-assessed through an accreditation visit every four years. Two years after a successful accreditation visit they complete a declaration that the standards of their course(s) and all relevant circumstances at the time of the previous visit have been improved or maintained (see Interim Review of Accredited Courses and Maintenance of Standards).

The costs of administering BAS are covered through an annual fee. Individual providers pay for any costs of the accreditation visit.

1.2 The benefits of BAS accreditation

1.2.1 Benefits to institutions

- BAS accreditation and the use of the 'accredited by BALEAP' logo provides a visible and explicit confirmation of the institution's commitment to meeting and maintaining quality standards.
- BAS accreditation signifies that the institution has strong EAP provision, which enhances students' academic success.

- BAS accreditation is carried out by experienced assessors, who have a breadth and depth of specialist knowledge which they apply to focus on a detailed developmental review of course and materials design as well as learning and teaching and course leadership.
- In an increasingly competitive global market for quality EAP provision, BAS accreditation provides assurance for discerning students and their sponsors that the institution's provision is among the highest quality.

1.2.2 Benefits to students

- Students studying with BAS accredited providers are assured of a high quality student experience and EAP provision defined by the accreditation principles and criteria.
- BAS accreditation ensures that course development is informed by student voices and experience.
- BAS accreditation considers the student experience in its wider context to ensure a meaningfully contextualised experience.
- BAS accreditation demonstrates that the institution places students' learning at the centre of its courses.

1.2.3 Benefits to EAP providers

- BAS accreditation raises the profile of your EAP provision, and signals to external stakeholders such as receiving institutions the importance of EAP to the academic success of students.
- BAS accreditation provides visible confirmation of the high quality of your EAP provision, for example as a marker of quality for teacher recruitment.
- BAS accreditation criteria can function as valuable tools for your critical reflection and the development of your provision.
- A BAS accreditation visit provides the opportunity for you to engage in enhancement-focused, critical dialogue with fellow EAP professionals, building on your strengths in your specific educational context.
- BAS accreditation provides connection to wider communities of practice to facilitate ongoing engagement, evolution and innovation.
- BAS accreditation can be used as an instigator for change in your development as an EAP provider.

1.2.4 Benefits to teachers

- BAS accreditation signals to teachers that they will be working on a high quality course with a principled syllabus with high quality materials and student learning at its centre.
- BAS accreditation requires that teachers demonstrate competency as teachers of EAP, and that they are given guidance and support, informed by the EAP Teacher Competency Framework. This in turn may act as a pathway for teachers to join the BALEAP TEAP Fellowship Scheme.
- BAS accreditation signals that the EAP provider is committed to continuing professional development. This includes sharing expertise and good practice via the annual BAS event, BALEAP Professional Issues Meetings (PIMs), Special Interest Groups (SIGs), conferences and resources.

1.3 The BAS Community and our commitments

- BAS is a peer community of EAP professionals committed to enhancing best practice across diverse educational contexts and academic communities.
- BAS advocates inclusive provision in EAP that is locally embedded, responsive to student needs, and informed by academic context.
- BAS is committed to enhancing the academic experience and knowledge base of EAP students and practitioners.
- BAS supports the development of EAP courses and pedagogies that evolve critically in relation to insights from research and pedagogic practice.
- BAS assessors are experienced professionals in EAP.
- BAS is managed by the BASC (BALEAP Accreditation Scheme Committee), a sub-committee of BALEAP, chaired by the Chair of BAS.

1.4 The Principles of BAS accreditation

BAS collaborates with providers to ensure the quality and enhancement of EAP provision by reviewing course documentation, and visiting in person or online to observe course delivery. The accreditation visit is designed to determine whether the EAP provision being assessed is:

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;

Constructively aligned: delivering teaching, learning activities and assessment that are aligned to learning outcomes which are informed by the context that students are in or hoping to progress to and underpinned by clearly articulated principles and/or theory;

Collaborative: raising awareness of academic literacy needs and practices among students, fellow academics and colleagues in the wider context, to promote better understanding of the interconnectedness of academic knowledge and the discourse that conveys it.

1.5 The BAS approach to and understanding of EAP

English for Academic Purposes (EAP) is a dynamic and developing field with origins in English for Specific Purposes. Within the first issue of the house journal of BALEAP (*Journal of English for Academic Purposes*), a definition of EAP is given as follows:

English for Academic Purposes refers to the language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts. It means grounding instruction in the cognitive, social and linguistic demands of specific academic disciplines. This takes practitioners beyond preparing learners for study in English to developing new kinds of literacy: equipping students with the communicative skills to participate in particular academic and cultural contexts. (Hyland & Hamp-Lyons, 2002, p.2)

Since this definition, research in EAP has focused extensively on genre as the central component of EAP, captured by Bruce (2011, p. 6): ‘the texts (spoken and written) that occur in academic contexts ...[including] the discourses and practices that surround and give rise to such texts’. Discipline specificity has been extensively researched and integrated into EAP curricula (e.g., Hyland and Shaw, 2016). Economies of scale and context-specific constraints may mean, however, that discipline specificity is less salient in the EAP provision of some institutions, without this impacting negatively on the student learning experience.

Provision can also include teaching language in an academic context for a defined purpose that reaches beyond the university, such as for the public communication of science. EAP may also overlap with other learning development initiatives, with EAP practitioners working in writing centres and/or with library staff, for example. Provision can serve both English language background and non-English language background students in the same classes.

EAP as a practice finds expressions in a range of contexts. While the context for BAS when it was founded was primarily intensive summer courses in the UK, the growth of English medium of instruction in higher education globally means change in the majority context for EAP provision. At the heart of EAP, as understood by BAS, is a dedication to enhancing academic communication ability through the medium of English in a particular context (e.g., Alexander, Argent and Spencer 2018). Alternative terms for equivalent or broadly analogous provision across the world include: English for Educational Development; Academic Literacy; Academic Communication Studies; Applied Language; Extended Curriculum; among others.

While the range of contexts in which EAP is taught, coupled with the inherent nature of EAP in relation to academic communities of practice, means that the BAS approach to EAP must be highly contextualized, there are certain indicators of quality that are transferable. One of these transferrable indicators is an ongoing commitment to quality enhancement – as evidenced, for example, in a BALEAP publication where contributors show how they creatively addressed context-specific challenges and constraints to enable student success in response to the pandemic (Blaj-Ward et al. 2021).

Alexander, Olwyn, Argent, Sue, & Spencer, Jennifer (2018). *EAP Essentials* (2nd ed). Reading: Garnet Education.

Blaj-Ward, Lia, Hultgren, Kristina, Arnold, Ruth, & Reichard, Bella (2021). *Narratives of Innovation and Resilience: Supporting Student Learning Experiences in Challenging Times*. BALEAP. [baleap-narratives-of-innovation-and-resilience.pdf](#)

Bruce, Ian (2011). *Theory and Concepts of English for Academic Purposes*. Basingstoke: Palgrave Macmillan.

Hyland, Ken, & Hamp-Lyons, Liz (2002). EAP: Issues and directions. *Journal of English for Academic Purposes*, vol 1, pp. 1-12.

Hyland, Ken, & Shaw, Phillip (2016). *The Routledge Handbook of English for Academic Purposes*. London: Routledge.

1.6 The Criteria for BAS accreditation

The Accreditation Criteria are organised into two sections:

- I Administration and Leadership
- II Course Content, Delivery and Assessment

I Administration and Leadership

There are systems and procedures in place to ensure the effective running and quality of provision. In particular:

- I.1 The COURSE¹ provider is provided with support from the institution(s), its support services and staff to enable the smooth delivery of its provision.
- I.2 The COURSE provider is able to deliver its online and face-to-face provision in high-quality learning and teaching environments.
- I.3 The COURSE provider has mechanisms in place that allow for sufficient collaborative work with associated academic subject specialists for alignment of academic learning outcomes.
- I.4 All TEACHERS, regardless of contract type, enjoy equitable terms and conditions.
- I.5 TEACHERS are suitably qualified and have relevant EAP teaching experience which demonstrates their understanding of the competencies required by students in their academic work.
- I.6 The COURSE provider ensures that TEACHERS have access to resources and opportunities for scholarship and/or continuing professional development.
- I.7 TEACHERS are prepared by the COURSE provider to deliver the COURSE, with induction and/or pre-course meetings as appropriate that include explicit engagement with the principles, content and organisation of the COURSE.
- I.8 The COURSE has dedicated and functioning management responsible for all aspects of quality assurance and quality enhancement.
- I.9 The COURSE is designed according to clearly articulated principles that respond to the target students' academic language and literacy needs.
- I.10 The COURSE has active mechanisms in place for quality assurance and quality enhancement and undergoes regular periodic review.

II Course Content, Assessment and Delivery

The design and delivery of the COURSE reflects theory and practice in EAP in relation to the stated context.

- II.1 Learning outcomes are defined and aligned with teaching materials and content, and formative and summative assessments as appropriate.
- II.2 COURSE design reflects current and high-quality scholarship/research in EAP, related to needs-based academic literacy and language learning.
- II.3 The syllabus is constructed from a coherent set of components, which enable students to acquire and develop the study competences and academic literacy required for the target academic context(s).
- II.4 The development of student autonomy and critical engagement with academic texts and practices in specific disciplines is integrated as appropriate to the context, and made explicit through syllabus components.
- II.5 COURSE materials and tasks are appropriate to the specified academic context(s), and students and staff have adequate access to all relevant learning and reference materials.

¹ Words in capitals, namely COURSE, TEACHER, are 'placeholder' terms, which the provider is asked to define in the documentation.

- II.6 There are formative and/or summative assessments for and of learning, which clearly reflect the academic expectations of contexts and are based on collaborative dialogue with academic subject specialists.
- II.7 There is a clear understanding of the assessment criteria by both TEACHERS and students, and there are opportunities for TEACHER-student interaction focusing on assessment for and of learning through feedback designed to meet the needs of the students.
- II.8 There is demonstration of lessons being planned, prepared and delivered, constructively aligning aims and learning outcomes to learner needs and reflecting underpinning principles/theory.
- II.9 There are links between EAP classroom practice and academic practice in the relevant context.
- II.10 There is demonstration of expertise in teaching EAP, with knowledge and understanding of relevant academic literacy practices and expectations appropriate to students' academic contexts.

Recognising the range of different contexts within which EAP provision is delivered globally, as well as the complexity of course design, delivery and evaluation, the Criteria are worded in a relatively open way and are interpreted by the assessors in relation to the specified context.

As part of the accreditation process, assessors determine the degree to which each Criterion is satisfied using a numbering system, shown in the grid below, to indicate the effectiveness of practice in relation to each Criterion. In the final report, assessors will provide Comments for each Criterion to explain and justify their evaluations and, where relevant, include Recommendations for development.

The grid is designed such that the baseline expectation is an Acceptable Standard, corresponding to 3 in numerical terms. A 2 indicates that some attention is needed while a 1 signals that urgent attention is required. Criteria satisfied beyond a baseline of Acceptable are awarded a 4 or 5 indicating good or exemplary practice, respectively.

Exemplary Practice	Good Practice	Acceptable Standard	Attention Needed	Needs Urgent Attention
5	4	3	2	1
Comment				

The maximum number of possible points is 100. For accreditation to be awarded, a minimum of 50 total points is needed. A total of 49 – 40 will result in a Provisional Accreditation (for new institutions) or Referral (for institutions seeking re-accreditation), with positive change to specifically stated Recommendations needed to achieve accreditation. A total result of 39 points and below will mean failure to achieve accreditation.

1.7 How accreditation is awarded

Accreditation is awarded on the basis of an accreditation visit, the purpose of which is to verify that the EAP provision is being carried out in accordance with your principles, as evaluated by the above criteria.

Prior to an accreditation visit you are required to provide details of your EAP provision, explaining how each COURSE submitted for accreditation is contextualised, constructively aligned and collaborative within its context (see Appendix 6.2 for information we request). The assessors will use the documentation you provide to understand the context within which the COURSE operates, the approach to EAP within or in partnership with relevant FE or HE institution(s), as well as any constraints you may face. This description of your context and its constraints enables the assessors to more meaningfully consider your EAP provision against the criteria for accreditation. You will also be asked to make the theoretical basis of your teaching practice explicit so that the underlying rationale for the design of your courses, as evident in materials, delivery and assessment, is clear. The assessors will observe teaching and meet with relevant stakeholders in your context.

At the end of the visit, BAS assessors provide initial oral feedback to the COURSE provider. A report is then written, using a pro forma report template, and a draft is sent to the provider for factual checking.

The report is submitted to and moderated by the BAS Committee, who recommend one of the following:

- Accreditation
- Provisional accreditation for one year only with guidance for remedial action (for new applicants)
- Referral of the decision for one year with guidance for remedial action (for already accredited providers)
- Failure to achieve accreditation.

Providers may appeal against a refusal to grant or continue accreditation.

1.8 The cost of BAS accreditation

The BAS costs comprise an annual fee, guidance visit fees and expenses (if applicable), assessor fees for the accreditation visit, and visit-related assessor expenses (e.g., accommodation, travel and subsistence if the visit is carried out in person).

1.8.1 Annual fee

Accredited providers are charged an annual fee, which is determined by the BALEAP Executive Committee and advertised on the BALEAP website. This fee covers all the central costs of the Scheme, including the cost of producing the Handbook and any publicity, the BAS Chair's recharge of time, BAS Committee meeting expenses and related administrative costs, training and development for assessors and events to disseminate good practice.

The fee is determined and periodically reviewed by the BALEAP Executive Committee. You will be notified of any change to the fee before 1 August each year. You are expected to pay the fee no later than 1 December each year.

1.8.2 Guidance visit fees and expenses

A guidance visit (if requested) can be arranged whether you have had previous accreditation or not. Accredited providers pay a fee to BAS for the guidance visit and any assessor expenses agreed in advance (please see BALEAP website for fees). For providers new to

BAS the fee is the same, but it will be deducted from the first year's membership cost, thus making the guidance visit, in effect, free (apart from expenses).

1.8.3 Assessors' fees

For an accreditation visit you are responsible for the payment – payable directly to the assessors – of the assessor fees per day and separate report writing fee (one-off). Where assessors choose to co-write the report, the report fee will be shared between them. In these cases, the assessors agree on the amount each assessor should receive, and will inform you before the end of the visit. The fees are set by the BALEAP Executive Committee and notified to participating providers each year.

1.8.4 Assessors' expenses

If the assessors carry out the accreditation visit in person, you are responsible for paying the travel, accommodation and subsistence expenses for two (in some instances three) assessors. This includes travel and accommodation as agreed in advance. For any accreditation visit that requires international travel, you will be consulted with regard to additional costs such as visa fees etc. You are normally expected to provide assessors with lunch for each day of the visit (when on site) and to cover additional agreed subsistence expenses.

2 Becoming accredited and being re-accredited

2.1 Eligibility

Any COURSE which is designed to provide students, teachers and/or researchers with the academic literacy and study competence required to enable them to succeed in higher education or research through the medium of English is eligible for accreditation by BAS.

COURSE is understood as one series of classes with the same aims and learning outcomes delivered over a specified period where all students study the same material and, if applicable, sit the same assessments. Because the parameters of a COURSE can vary from context to context, this Handbook uses COURSE as a 'placeholder' which we ask you as COURSE provider to define according to your context, as part of the pre-accreditation documentation.

Where a COURSE involves other subject areas, only the EAP components will be assessed.

Any provider, globally, of an EAP COURSE is eligible to apply for accreditation by BAS, including all institutional members of BALEAP.

2.2 Applying for accreditation

2.2.1 Applying for accreditation the first time

EAP providers putting courses forward for accreditation for the first time are required to contact the BAS Administrator (admin@baleap.org) six months before the expected time for an accreditation visit and complete the application form in Appendix 6.1. You are strongly recommended to consult the Chair of BAS, who can help clarify whether you would benefit from a guidance visit. An informal consultation with the Chair of BAS followed by a guidance visit will clarify what accreditation involves and whether you are in a suitable position to apply. To facilitate a guidance visit you may be asked to complete and submit an Application for Accreditation.

2.2.2 Applying for re-accreditation as an accredited provider

If your provision is BAS-accredited you will normally be required to undergo a full re-accreditation visit every four years.

The maximum period between accreditation visits will be from the date of the visit to 31 December in the fourth year following the visit. For example, a provider visited in August 2021 will be due for a visit before 31 December 2025.

Although the BAS Administrator will normally write to you in October of the year preceding your fourth year of accreditation to remind you to apply for re-accreditation, it is the responsibility of the accredited provider to apply for an accreditation visit to take place four years after the previous accreditation visit.

It is the responsibility of the accredited provider to submit its application (Appendix 6.1, six months before the visit is due) and documentation in good time (Appendix 6.2, sections A-E and F1-F2 three months before the visit is due; sections F3-F19 no later than two weeks before the visit is due). Failure to submit the application for accreditation, with accompanying

documentation, in time for the visit to take place may be grounds for withdrawal of accreditation.

In exceptional circumstances, at the discretion of the Chair of BAS, a member institution may apply to defer a re-accreditation visit for one year.

2.2.3 Submitting the application

Before submitting an application all providers are advised to read the BAS Handbook carefully, paying particular attention to the sections which outline the BAS principles and approach, and to understand what is required in the Accreditation Context document before submitting an application.

All providers wishing to apply for the first time or to apply for re-accreditation should complete and submit the Application for Accreditation and Sections A-E, F1 and F2 of the Accreditation Context document at least three months before the expected date of the accreditation visit.

2.3 Agreement of the time for the accreditation visit

An accreditation visit will be arranged only if BAS has received a completed accreditation application, with sections A-E, F1 and F2 of the Accreditation Context document, at least three months before the proposed date of the visit.

Key teaching, management and support staff for all assessed COURSES will need to be available at the time of the accreditation visit to meet the assessors.

Where there are more than two COURSES to assess, or if COURSES take place at different times of year, more than one visit may be required.

Accreditation visits for re-accreditation will normally take place at a different time during the COURSE to that of the previous visit. The priority for re-accreditation is to build on previous visits by scheduling a visit at a time of year that highlights any changes and/or different aspects of the provision than those that have already received scrutiny.

If, from the provider's point of view, the timing of the visit proposed by BAS is unsuitable, you must contact BAS immediately, suggesting an alternative time and explaining why the change is necessary. Alternative arrangements may then be made. Although every effort is made to accommodate your preferred dates, the final decision about the timing of the visit rests with BAS.

2.4 Allocation of assessors for the accreditation visit

The accreditation visit may be carried out in person, partly in person and partly online, or completely online depending on context and circumstances. There are usually two assessors. However, where the provision is extensive, additional assessors may be required.

For a visit for re-accreditation, whenever possible, one assessor from the previous visit will carry out the visit with an assessor who has not carried out a previous visit to that provider for at least 12 years. Any potential conflict of interest will be taken into account. The assessors will have access to the report from the previous accreditation visit and the interim

report if applicable. Any additional information deemed relevant from previous visits will be shared with the assessors at the Chair's discretion.

Occasionally you will be informed that there will be a 'shadow' assessor (an assessor-in-training who will sit in on meetings and class observations but not take part in decision making) as a third assessor. You will not be expected to pay expenses or fees for this shadow assessor.

The BAS Administrator will be in contact with you to confirm the time of the visit. They will give you the names and contact details of the assessors who will carry out the visit. They will also tell you who will be the Lead Assessor (responsible for making initial contact with you, and for liaison with regard to the visit timetable). The BAS Administrator will continue to be the main point of contact for more general queries such as data protection regulations when sharing documentation and post-visit steps.

2.5 Length of the accreditation visit

A face-to-face accreditation visit usually takes two full days (from midday on Day 1 to midday on Day 3). A fully face-to-face visit, in which both assessors are onsite, is the normal expectation for accreditation and reaccreditation visits both to institutions in and beyond the UK. Only in exceptional circumstances will a hybrid or (less likely) fully online visit be agreed.

2.6 Compilation of documentation

If you wish to have more than one COURSE assessed for accreditation you will need to provide full documentation for each COURSE. Observation of teaching will normally be carried out for each COURSE put forward for accreditation.

The Accreditation Context document requires you to contextualise your EAP provision and to explain how EAP principles underlie your pedagogy, as well as providing information about the specific COURSE that will be assessed. It also provides a list of documentation which you are asked to submit.

At least two weeks before the accreditation visit you need to make available to each assessor the full documentation (Appendix 6.2), with appropriately labelled and signposted information. This should be stored and shared through a mutually agreed, convenient and secure system, in compliance with relevant data protection regulations.

2.7 Preparation for the accreditation visit

Providers will liaise with the assessors in preparation for the accreditation visit. The preparation and process of the accreditation visit is regarded as an opportunity to develop your provision and, in that spirit, the assessors aim to be both supportive and collegial.

In the case of an online visit, in addition to the secure storage and sharing of documentation, all interviews, meetings and observations will also take place via a mutually agreed, convenient and secure platform.

The COURSE provider will be responsible for informing staff of:

- the purpose of the accreditation visit and the background to the scheme

- the date of the visit
- the names of the assessors
- documentation that the assessors may wish to see e.g. learning outcomes of COURSE, class records and administrative files
- the fact that TEACHERS will be observed by at least one and possibly both assessors (though not necessarily simultaneously) for between 10 and 20 minutes each, but that the observation is of the provision, not of individuals
- the need for TEACHERS to provide lesson plans and copies of teaching materials for the assessors for classes which are observed during the visit. Assessors should be able to see from lesson plans how the class being observed fits with the syllabus and previous and subsequent classes. Lesson plans must be written by the individual TEACHER and not by the COURSE LEADER.

In the interests of continued good practice the Accreditation Criteria should inform your TEACHER briefing/induction processes and the evaluation of your provision.

Providers which have been previously accredited are required to submit a statement (Appendix 6.2 section D) indicating which measures have been taken to meet the criteria which did not reach acceptable standard during the previous accreditation visit and to address any other recommendations if applicable. Areas where there has been noteworthy development may also be mentioned. This will also relate to the interim review statement provided two years after the accreditation.

2.8 During the accreditation visit

Assessors will talk to relevant staff about any aspect of the provision which relates to the Accreditation Criteria. Assessors will meet TEACHERS and students, observe classes and read documentation not previously submitted. They may also wish to talk to other stakeholders, which might include senior management, administration, recruitment officers and supporting services staff, as appropriate to the provision.

Observation of teaching is one of the main ways that assessors gather evidence that the provision meets the standards required of specialist EAP provision in a specific context. These observations enable assessors to make an overall assessment of how the provision is delivered. Comments about individual teachers are not mentioned in the report, nor is individual feedback given to teachers or course directors. Where possible for small centres, assessors will observe all classes running at the time of the visit for around 10 to 20 minutes each. For larger centres, a sampling procedure will be applied. Assessors may ask the EAP unit to suggest the initial sampling based, for example, on the EAP unit's recruitment criteria and professional development policy but reserve the right to make changes to the observation schedule. The assessors do not usually notify teachers which lesson segments will be observed.

TEACHERS should follow their normal timetable of classes and will provide information related to their classes, such as lesson plans, materials, syllabus, teaching records and students' assessed work (if applicable). This information helps to provide the assessors with context and background to the observations. In the case of an online accreditation visit the assessors may observe a pre-recorded class, a live class or a combination.

At the end of the visit the assessors confer and then meet the staff involved with the provision. Those in attendance at the feedback meeting will be decided by you as the provider. The assessors give general feedback, which includes areas of strength and areas requiring development, although they do not indicate whether accreditation will be recommended.

Providers are responsible for the payment of assessors' fees and expenses in accordance with BAS. Arrangements for payment should be clarified with assessors in advance of the visit.

2.9 After the accreditation visit

After the accreditation visit you will be contacted by the BAS Administrator and asked to submit feedback on the visit.

The draft report, completed by the assessors and reviewed by a report sponsor, an additional reader and the BAS Chair will be sent to you by the BAS Administrator three weeks after the final day of the visit for a factual check. You have the option to draw our attention to anything in the report that you would like us to consider, but please note that not all changes you suggest will necessarily be actioned. The draft report **does not** include the final decision on accreditation.

2.10 Receiving the results of the accreditation visit

The final outcome will be communicated to you by the BAS Administrator within 7 weeks of the final date of the visit, unless the report raises something that would benefit from consideration by a larger set of assessors, usually at the May or October BAS Committee meetings.

The final outcome will be in one of the following categories:

- Accreditation
- Provisional accreditation for one year only with guidance for remedial action (for new applicants)
- Referral of the decision for one year with guidance for remedial action (for already accredited providers)
- Failure to achieve accreditation.

2.11 Appealing against the decision of the BAS Committee

A COURSE provider that fails to achieve accreditation for a COURSE after the first or any subsequent full accreditation visit has the right of appeal against the decision. No such right exists in the case of referral or provisional accreditation.

A provider wishing to appeal must notify the Chair of BAS of this intention by email within 15 calendar days of receiving confirmation of the outcome (counting the day when confirmation was received). The provider may submit its appeal by email within the following 30 days subsequent to submitting its appeal. A previously accredited COURSE will continue to enjoy accredited status until after the hearing and determination of the appeal. On receipt of the written appeal the Chair of BAS will invite comments from the assessors involved in the decision.

The appeal will be heard by an Appeals Committee consisting of:

- one of the BAS Committee (BASC) academic consultants
- a BASC member (Chair or nominee)
- a BALEAP member (not serving on the present BASC and not employed by the appellant provider, to be nominated by the appellant provider in consultation with the Chair of BALEAP)
- an independent expert in the field of EAP (to be nominated by the appellant provider in consultation with the Chair of BALEAP).

The Appeals Committee will consider the following documents:

- full accreditation report
- appeal documents submitted by appellant provider
- written documents by assessors in the case
- any other documents which the Committee at its discretion may consider relevant and proper to be considered for the purpose of the appeal.

All documents so considered will be copied to the appellant provider at least five working days before the hearing date of the appeal if they have not already been so copied previously.

The head (or appropriate nominee) of the appellant provider and one other member of staff may present their appeal in person to the Committee. Within 90 days after receipt by the BASC of the appeal in writing, the Appeals Committee will meet and make a written report to the BASC. The appellant provider will be notified of the decision reached by the Appeals Committee, and receive a copy of their report within 15 days of the hearing.

When an appeal is upheld the provider will continue to enjoy accredited status in respect of the COURSE in question. When an appeal is rejected the provider will lose its accredited status in respect of the COURSE in question. The provider is welcome to apply for accreditation again, but will have to go through all the usual procedures. In such cases it will be treated as a new provider i.e. the COURSE can only be granted accreditation or not following a full accreditation visit. Should the decision be less than full accreditation, it would be considered provisional and not referral.

2.12 Summary of the accreditation process

6 months before the visit

- Contact BAS Administrator (admin@baleap.org) to book consultation with BAS Chair (free of charge) in order to clarify which courses are being put forward for (re)accreditation
- Submit formal Application for Accreditation / Re-accreditation
- Book guidance visit if applicable (fee payable).

3 months before the visit (first accreditation and re-accreditation)

- Submit Accreditation Context Sections A-E, F1 and F2
- Receive Lead Assessor details from BAS Administrator
- Liaise with Lead Assessor about the visit timetable

- Prepare additional documentation for the visit.

at least two weeks before the visit

- Submit remaining documentation related to the Accreditation Context (F3-F19) as well as the visit timetable
- Provide details to assessors on how to access relevant systems (e.g., online learning portal, platform for sharing documents)
- Ensure arrangements have been made directly with the assessors for the payment of visit fees and, if applicable, visit expenses.

the visit (3-5 days)

Follow accreditation visit procedure and timetable and receive general feedback from assessors at the end of the visit. After the visit you will be invited to submit feedback on your experience of the visit.

three weeks after the visit

Three weeks after the visit you will receive a draft report which you will be asked to check for factual accuracy and return to BAS within two weeks.

notification of decision

Unless the decision is withheld until further discussion by the BAS Committee, the ratification of the visit outcome will be communicated to you within seven weeks of the visit.

outcomes

- If the outcome is full accreditation, you will be asked to submit an Interim Review form two years into the accreditation period and to re-apply for accreditation after three and a half years
- If the outcome is provisional accreditation (new BAS members) or referral (existing BAS members), a partial reassessment will be conducted one year later to ensure all accreditation conditions have been met and a full accreditation decision can be made
- If the provider fails to achieve accreditation, they will have the option to re-apply for accreditation after sufficient time has been allowed to make the recommended changes.

3 Accreditation

3.1 The responsibilities of the accredited provider

As an accredited provider you are expected to act within the national law of your country at all times. This specifically includes, but is not limited to, business and financial dealings, safeguarding, health and safety, immigration, data protection and any relevant regulatory requirements. Providers are also required to operate with high standards of educational practice.

You are expected to operate within the Commitments and Principles given in the first section of this Handbook. Accredited providers are expected to act with integrity and high professional standards, particularly in dealings with BAS, BAS representatives, with your staff and students, and with other EAP providers.

As an accredited provider you have a continued responsibility to ensure that students using your services receive the level of professional and personal care which they are entitled to expect. This means that all aspects of your work must be conducted in accordance with BAS standards and criteria.

You are expected to follow the formal requirements of BAS, adhering to BAS procedures outlined in the BAS website. You must return the two-yearly report required by BAS, pay the annual fee, and undergo re-accreditation visits as required.

3.2 Claiming accreditation

The following conditions relate to the claiming of accreditation status and use of the BALEAP Accreditation Scheme logo.

Accreditation covers all eligible COURSES which have been assessed during an accreditation visit.

Where a non-eligible COURSE involving other subject areas are offered, the provider must take all possible steps to ensure that there is no confusion in promotional materials between this COURSE and the accredited provision.

After accreditation, the member institution will be able to use the recognised BALEAP logo with the following approved form of words on their publicity material:

The course(s) has/have been accredited by BALEAP: the global forum for EAP professionals, a global community for learning, teaching, scholarship and research in English for Academic Purposes (EAP). The BALEAP Accreditation Scheme sets rigorous criteria to ensure that courses in EAP are of a high standard and provide an excellent quality of service for their students.

A provider that ceases to have an accredited COURSE must immediately cease to display the BALEAP logo and cease to advertise itself as accredited.

3.3 Between accreditation visits

3.3.1 Interim review of accredited courses

Two years after the accreditation visit, you will be asked to complete an Interim Review document of accredited COURSE. Where recommendations have been made in the accreditation report, you will report on action taken in these areas since the accreditation visit was carried out. You are also required to mention any significant change or proposed change to the COURSE or to factors affecting it. You will submit a declaration at the end of the Interim Review document to indicate that the standards of the COURSE and all relevant circumstances at the time of the previous visit have been maintained or improved. Your review will be considered by members of the BAS Committee, and you will receive a response.

3.3.2 Notification of change

At any time in the four years between accreditation visits, you must notify BAS of any substantial change or proposed change in the scope or fundamental character of any accredited COURSE.

In case of substantial changes or innovations, the BAS reserves the right to conduct a spot check or a full accreditation visit. Failure to notify the BAS of significant changes may lead to withdrawal of accreditation

3.3.3 Interim visits

A spot check, by one Assessor, may be carried out at any time during the four-year period at the discretion of the BAS Committee and at their expense. Spot checks may be conducted without prior notice.

In exceptional circumstances, the Assessor who conducts the spot check may recommend immediate withdrawal of accreditation. In this case, the final decision on whether accreditation should be withdrawn will be taken at a meeting of the BAS Committee or, on behalf of the committee, by the Chair of BAS.

3.4 Withdrawal, withholding or suspension of accreditation

Provisional Accreditation (for first time applicants to the BAS) or a Referral decision (for currently accredited members of the BAS) will be made if the COURSE fails to meet the minimum requirements for accreditation. The weaknesses should be such that they do not seriously undermine the quality of teaching, learning and assessment of the COURSE and can be remedied within one year.

In the event of provisional accreditation or a referral, you will be notified by the BAS Chair, who will specify the areas that need to be prioritised. Partial reassessment, usually by a single assessor, will take place within 12 months and an additional fee is payable for this. This reassessment will normally take place while the COURSE is underway.

A previously accredited COURSE will continue to have accredited status pending partial reassessment. Following successful reassessment, accreditation is valid until 31 December of the fourth year following the first assessment visit in that cycle.

No right of appeal exists in the case of provisional accreditation or referral.

4 Assessors

4.1 Appointment to the panel of assessors

A call for nominations to join the panel of assessors will be made as required through the BALEAP discussion list and other forums. Individuals may put themselves forward or be nominated by BALEAP member institutions. Appointments will be made by the BAS Committee on the basis of appropriate qualifications and experience. Assessors-in-training 'shadow' a visit before they are appointed to carry out an assessment visit, usually the following year.

Assessors are expected to carry out at least one assessment visit every two years, to input into accreditation decisions and to attend all assessors' meetings and training days. The latter are normally held in May and October.

4.2 Assigning assessors to visits and paying assessors

In consultation with the EAP provider applying for accreditation and with the Committee, the BAS Chair will allocate appropriate assessors to carry out the accreditation visits.

No nominated assessor will have any financial connection, present or prospective, with the institution whose courses are to be assessed.

Assessors will be paid directly by the provider. No money or gifts can be paid to the assessors over and above the standard assessment and report writing fees set by the BAS Committee, plus incurred expenses (travel, accommodation, subsistence and visa costs if applicable and agreed in advance).

No fee is payable to new assessors undertaking 'shadow' visits. BAS is responsible for the payment of expenses for 'shadow' assessors.

In addition to carrying out accreditation visits, assessors are normally expected to input into the accreditation decision (as report sponsor, reader or decision meeting chair) for at least one other visit each year.

4.3 The assessors' tasks during the visit

Assessors normally spend two days (spread over three days) in the institution of the provider seeking accreditation.

Assessment is of EAP courses, not of institutions.

The assessors will observe teaching and meet with various stakeholders within the EAP unit and the wider institution to verify the information and declarations made in the Application for Accreditation, Interim Review of Accredited Courses and Maintenance of Standards (for a provider applying for re-accreditation) and the Documentation.

The assessors will give an oral report on the extent to which the EAP provision meets the Criteria for BAS Accreditation at the end of their visit.

The assessors are not authorised to indicate at any time during the accreditation visit whether or not accreditation will be recommended, since this decision is the responsibility of the BAS Committee.

The assessors' written report will indicate to the sponsor and to the BAS Committee whether they recommend accreditation or not. If the assessors recommend provisional accreditation or referral, the conditions for accreditation will be clearly stated in the report.

Unless otherwise agreed, the first-named assessor on the report will be assumed by the BAS Committee to be the main point of contact for any necessary revisions of the report.

Two years after an accreditation visit the assessors from that visit will receive the Interim Review form and report to the BAS Committee on the review and any recommendations for follow-up action.

All assessors are expected to behave with the utmost professionalism, and in the best interests of BAS. They are required to complete and sign the BAS Code of Conduct form on appointment.

4.4 Code of conduct for BALEAP Accreditation Scheme (BAS) assessors

Agreement

BAS criteria must be applied fairly and consistently. Assessors are representatives of BAS and have access to privileged information. Assessors must agree to all of the below, without exception:

Professional Standing

I will apply the criteria for assessments fairly and consistently;

I will represent BAS to the institution being assessed, and ensure that observations and recommendations made reflect the ethos and regulations of BAS to the best of my ability;

I will demonstrate the highest standards of professionalism through the planning phase, the assessment visit and the reporting phase;

I will not share details of the assessment on social media platforms,

I will keep up to date with the assessment scheme by attending training as provided by BAS (usually at least two meetings per year)

Confidentiality

I will respect confidentiality in terms of documentary information received or gleaned through meetings, conversations and observations during the assessment visit;

I will securely dispose of all documentation (both electronic and paper) provided by the institution and BAS on completion and acceptance of the assessment report;

I will treat the conclusions and findings of the assessment report and information in it as confidential;

I will refrain from communicating any information concerning the assessment to any third parties either before or at any time after the assessment.

Travel

I will confirm with the institution being assessed who will make the travel and accommodation arrangements, and honour these. Expenditure should be agreed with the institution;

I will arrange visas and travel insurance as necessary for the trip. The cost of these can be treated as expenses;

I acknowledge that travelling to any locations may involve some risk. I undertake to check with governmental travel advice and act on that advice. Arrangements can be cancelled at late notice if governmental travel advice changes.

The Report and Intellectual Property

I will compile the written report and within 2 weeks of the accreditation visit (unless there are extenuating circumstances).

I acknowledge that the accreditation report will remain the intellectual property of BAS.

Consultancy

I will arrange no training or consultancy projects, including advisory visits, with an existing or potential BAS accredited institution, except through the Chair of BAS.

I will carry out any such training and consultancy under the auspices of BAS ensuring that all arrangements are made through the Chair of BAS, and that any report on or follow-up is also channelled via the Chair of BAS.

Confirmation

I can confirm that I have read and agree to the terms above. I understand that in entering my name I am agreeing to comply with these terms when undertaking work as a BAS Assessor.

I confirm that I am of suitable character to work with, and be in an environment with, young people under the age of 18.

Signature:

Email:

Date:

5 The BAS Committee

5.1 Membership

The BAS Committee is a sub-committee of BALEAP, chaired by the BAS Chair and charged with managing the BALEAP Accreditation Scheme. The BAS Chair reports to the BALEAP Executive Committee regularly.

The Committee comprises the following:

- Chair of BAS (and incoming chair if applicable in any given year)
- Chair of BALEAP (with outgoing or incoming Chair of BALEAP, as appropriate)
- BAS assessors
- Up to two non-voting academic consultants in EAP, Applied Linguistics or Education
- One non-voting representative of a body concerned with English Language Teaching (e.g. EAQUALS)

The full committee usually meets twice a year (normally in October and May). To be quorate, committee meetings will have at least five voting members.

5.2 Officers

The Chair of BAS is elected from within the pool of BAS assessors and confirmed at a BALEAP Annual General Meeting (AGM).

A BAS Administrator is appointed by the BALEAP Executive Committee in discussion with the BAS Committee.

5.3 Period of service

The Chair of BAS serves for one three-year term. They may be reappointed for one further two-year term, and beyond that at the discretion of the BALEAP Executive and BAS Committee. A new incoming Chair is in place a year before the current Chair's term ends.

The academic consultants and the representative of a body concerned with English Language Teaching will be invited to serve for a period of two years. The period may be renewed beyond that at the discretion of the BAS Committee.

Assessors do not have a defined period of service, but are expected to carry out an accreditation visit at least once every two years and attend meetings and training days in order to remain in role.

5.4 Terms of reference

- To supervise the operation and management of BAS
- To recruit assessors periodically in sufficient numbers to ensure that the demand for membership of BAS can be met, and to organise training and development of assessors
- To read assessors' reports on providers seeking accreditation, and to ratify provisional decisions taken by the assessment team as to whether a COURSE should be accredited, including provisional, referred or refused accreditation
- To monitor and act on complaints against the BAS

- To keep the accreditation procedures and criteria for assessment under review and to advise BALEAP members on all aspects of accreditation
- To operate the BAS and its Committee in a financially sustainable way with guidance from the BALEAP Treasurer.

5.5 Meetings

The BAS Committee meets at least twice yearly, normally in October and May. The BAS Chair may decide to call extraordinary meetings if the volume of work to be conducted requires this.

The quorum is five voting members. The Chair of BAS has a casting vote.

5.6 Amendments to the handbook

The BAS Committee is empowered to recommend amendments to the BAS handbook. In the case of amendments which concern procedure or matters of administration, the BAS Committee is empowered to implement such recommendations. In the case of amendments of substance, recommendations should be referred to the membership of BALEAP at the AGM.

5.7 Annual report

The BAS Chair reports to the membership of BALEAP at the AGM. These reports will include a list of all accredited providers, a statement of the financial position of BAS, an account of any issues arising in the administration of BAS and any recommendations for substantive changes to any part of the BAS handbook.

6 Appendices - proformas

6.1 Application for accreditation

APPLICATION FOR ACCREDITATION²

Before submitting this application you are advised to read the BAS Handbook carefully, paying particular attention to the sections which set out BAS principles and its approach. This application can be made on the BALEAP website: <https://www.baleap.org/bas-accreditation/apply-for-bas-accreditation>.

Name of Institution or wider organisation

Name of Head/Director of EAP unit, full postal address, telephone number and email address. Please also indicate here the preferred contact for correspondence.

List of courses being put forward for accreditation and names of the staff members responsible for these courses (use separate sheet if necessary):

Course name	Dates	Student numbers	Course leader

Preferred dates for assessors' visit and rationale for choosing the dates.

Date of last Accreditation Visit (if applicable).

Are you requesting a guidance visit? If Yes, please indicate your main concerns or questions regarding accreditation, and what clarification you seek through a guidance visit.

I confirm that I have read the Accreditation Scheme Handbook, that to the best of our knowledge the above listed Course(s) put forward for accreditation reflect the expectations set by the Criteria, and that we will abide by the procedures of the Scheme.

Signature, printed name, position and date

² Please use the same form if applying for re-accreditation.

6.2 Accreditation context and additional documentation

ACCREDITATION CONTEXT

- 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 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? **(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.

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

*For each of C1-C5, please provide examples of how your principles / approach can be seen **concretely in practice**. For the purposes of preparing for the BAS Visit, consider also **where staff and students learn about these things**.*

C1. How would you describe the approach to EAP currently taken on your COURSE(S)? Consider what 'EAP' means in your particular context and what is influencing your thinking. **(250 words maximum)**

C2. What informs your choices in COURSE (i.e. curriculum) design? What are the principles currently shaping your inclusion, organisation and/or writing of content, lessons, texts and tasks? **(250 words maximum)**

C3. What are the principles underlying your current approach to assessment? If your provision does not include formal assessment, please provide any relevant information about how learner progress is evaluated)? **(250 words maximum)**

C4. What do you value in EAP classroom practice? What are the pedagogic principles currently informing what you hope to see from teachers, e.g., as they lift materials 'off the page' with students? **(250 words maximum)**

C5. What informs your current approach to EAP staff scholarship and related professional development? What do you do to foster scholarly activity and CPD¹ among TEACHERS? **(250 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)

E2. Glossary of terms in your context.

Please provide a list of labels (with relevant acronyms) that you use so that these are used consistently in the report the assessors complete.

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.

¹ CPD here refers to staff development opportunities that are relevant to EAP research and scholarship, COURSE principles, curriculum, teaching, assessment and/or wider HE values and practices. It does not refer to (often mandatory) staff training, such as fire safety, GDPR and data protection, or similar.

F1. Organograms showing

- 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.a Please provide details of the courses put forward for accreditation.

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

F2.b 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.

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

ADDITIONAL DOCUMENTATION

Please send (or provide access to) appropriate documentation for the following points with respect to the particular COURSE/S you are putting forward for accreditation.

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.

6.3 Interim review of accredited courses

INTERIM REVIEW OF ACCREDITED COURSES AND MAINTENANCE OF STANDARDS

Name of Head/Director of EAP unit, postal address, telephone and email:

Dates of last Accreditation Visit:

Names of Course(s) Accredited, dates and length:

Required information about your accredited courses:

1. Have there been any substantial changes to your BAS accredited courses since the accreditation visit? E.g., course length and structure, mode of delivery.
2. Which recommendations for criteria evaluated below acceptable standard were you able to address? Please provide details below, indicating the criterion number/s.
3. Which recommendations for criteria deemed to be of acceptable standard or above were you able to address? Please provide details below, indicating criterion number/s.
4. Which recommendations were you unable to address (e.g., due to circumstances beyond your immediate control or because changes in your context meant that these no longer needed addressing)? Please provide details and reasons below, indicating criterion number/s.

Optional reflection questions:

5. What changes in your institutional context (or more broadly in the sector) have impacted on the course/s for which you have received BALEAP accreditation?
6. What new developments, if any, has the BAS accreditation visit prompted in your broader portfolio of EAP courses (not only BAS-accredited ones) in terms of contextualisation, constructive alignment and/or collaboration?
7. What new developments, if any, has the BAS accreditation visit led to in your unit's broader EAP-related activity?

Questions related to your membership of BAS:

8. What aspects of your EAP-related work would you be happy to share with other BAS member institutions either internally through BAS or at a BAS-linked event with a broader audience?
9. Please include here any questions you have for BAS or any suggestions on support you might benefit from in preparation for your reaccreditation.

DECLARATION: I hereby declare that the Course(s) already accredited by BALEAP in this institution are continuing. The quality of the Course(s) has been maintained in all respects as laid down in the Criteria for Accreditation.

Signature, printed name, position and date:

