

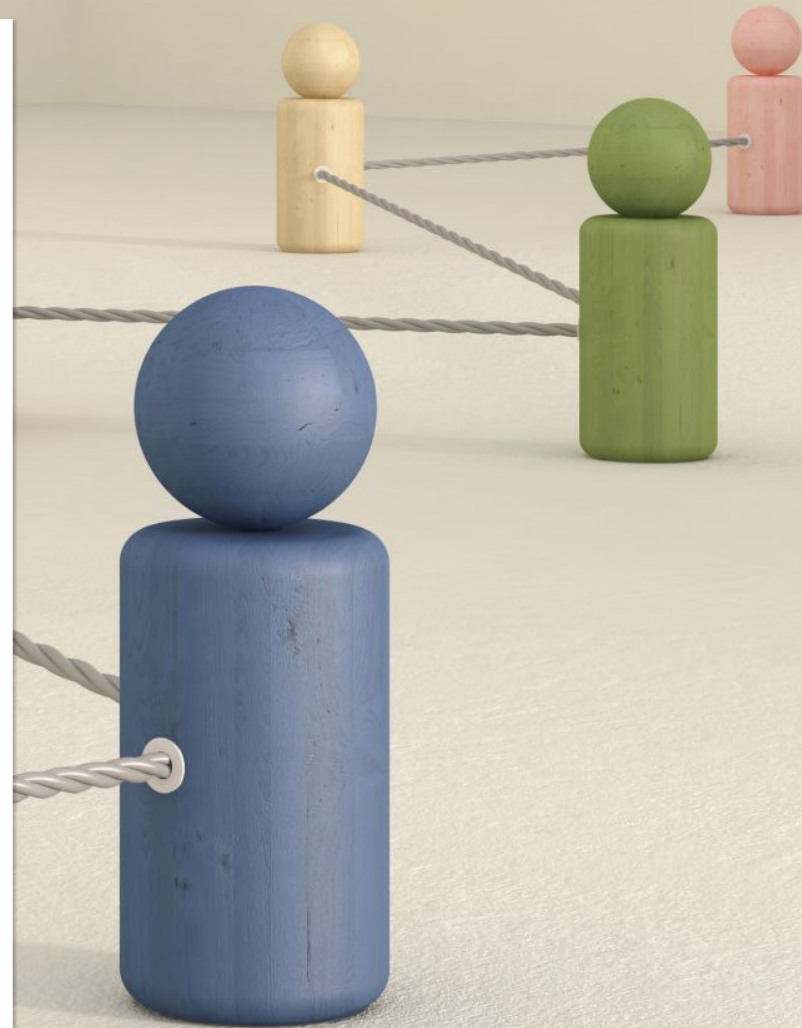
The background of the slide is a photograph showing the silhouettes of construction workers on scaffolding and a large crane against a bright, hazy sky at sunset or sunrise. The workers are positioned on various levels of the scaffolding, and the crane's arm extends diagonally across the upper left portion of the frame. The overall scene conveys a sense of active construction and engineering.

Building sustainable ESAP expertise and influence across wide scale insessional provision.

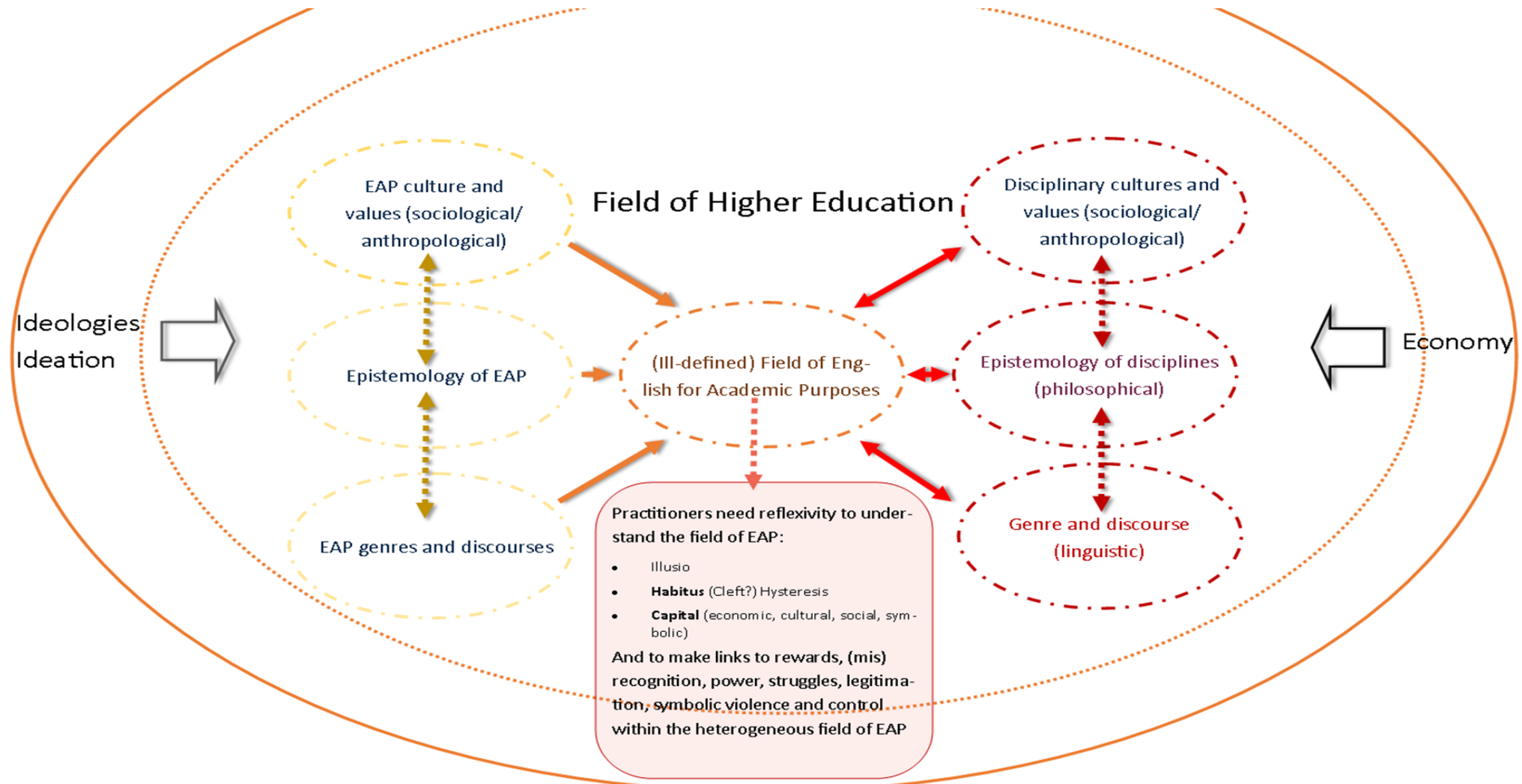
Dr Michelle Evans & Prof Bee Bond
The University of Leeds

Plan

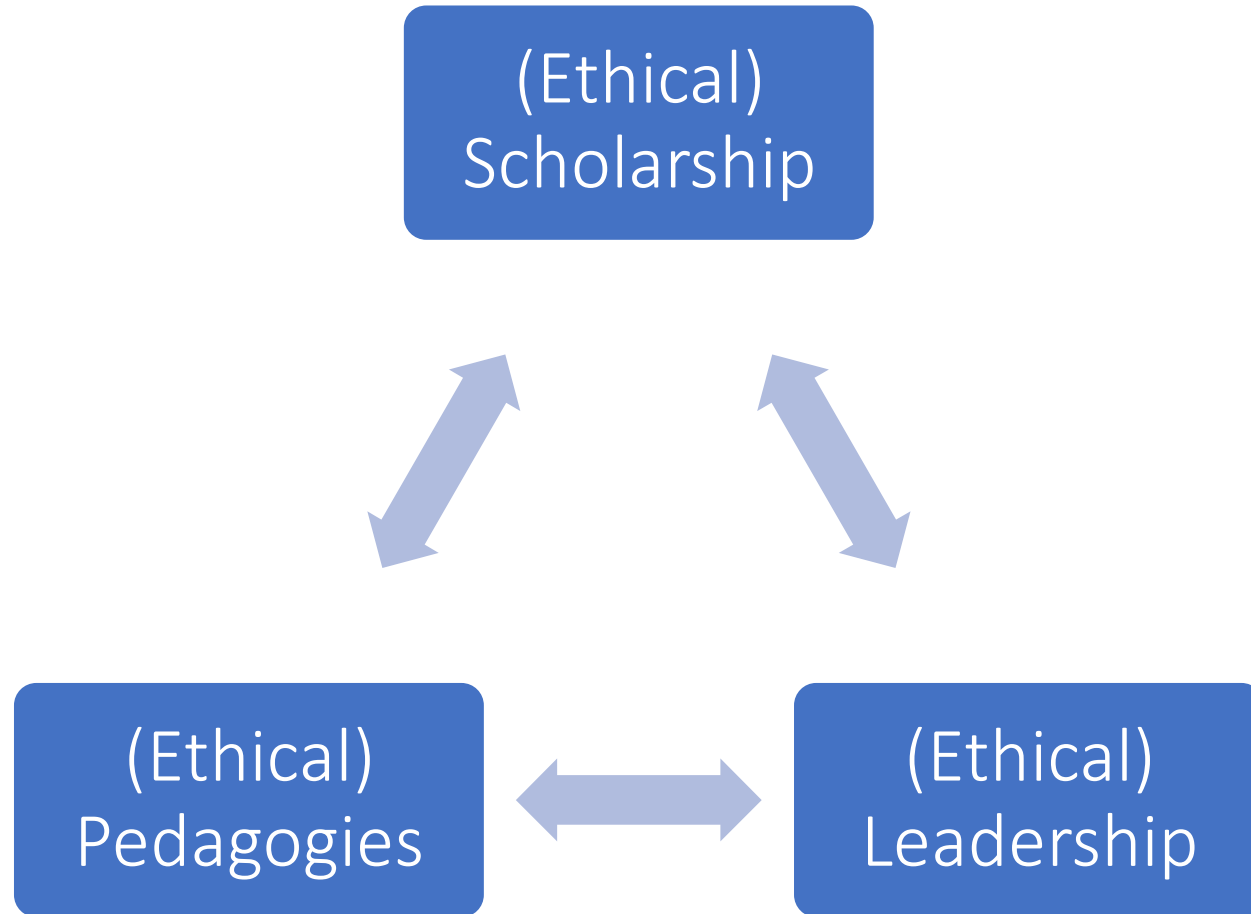
- A useful conceptual framework.
- What is needed to make insessional provision influential and sustainable?
- Evolution of insessional timeline and public-facing website.
- Some issues regarding expertise and influence.
- Ongoing issues and challenges.



Conceptual Framework



What is needed?



Evolution of insessional provision

[Timeline](#)

[Website](#)

Timeline

2013

Final courses -
omic language
) repeated
the year,.

is

ing skills for
humanities
technology

is

ge advice.

ed based on
core.

2013-2014

Development of
bespoke provision in
the Institute for
Communications
Studies (ICS).

4-week course with 4
groups.

2014-2016

More embedded/ bespoke
provision across Media &
Comms, PCI, Design, Music,
FAHACS and Education.

Call for development of
discipline-specific credit-
bearing modules in schools.

Staff resourcing and workload
issue raised.

2015-2016ish

Stopped using
UCLT test for
PGTS.

Bespoke
provision in 9
schools plus
general
insessional
provision
(totalling 3.75
FTE).

201

Review of in
provision by M.
Leadership sp
PGT and

Dec 2018 Away Day

Move to Onedrive.

Secondment Report Forms and
Programme reviews.

Building relationships with Learning
Development contacts.

Future evaluation.

Publicity.

Insessional now in Media & Comms,
PCI, Design, Music, FAHACS and
Education, Law, Sociology, Civil
Engineering and Food Sciences and
Nutrition.

2018

Mary Morris funding
£30,000. Two-year funding
ended.

2017 & 2018

First SES/BOS student
survey.

201

Agre
on
pr

Some issues re expertise and influence.

"It was a really good approach but then Helen left."

"I don't know where to start."

"We've tried that before, it doesn't work."

"So, what can you do for us?" (colleague from a school)."

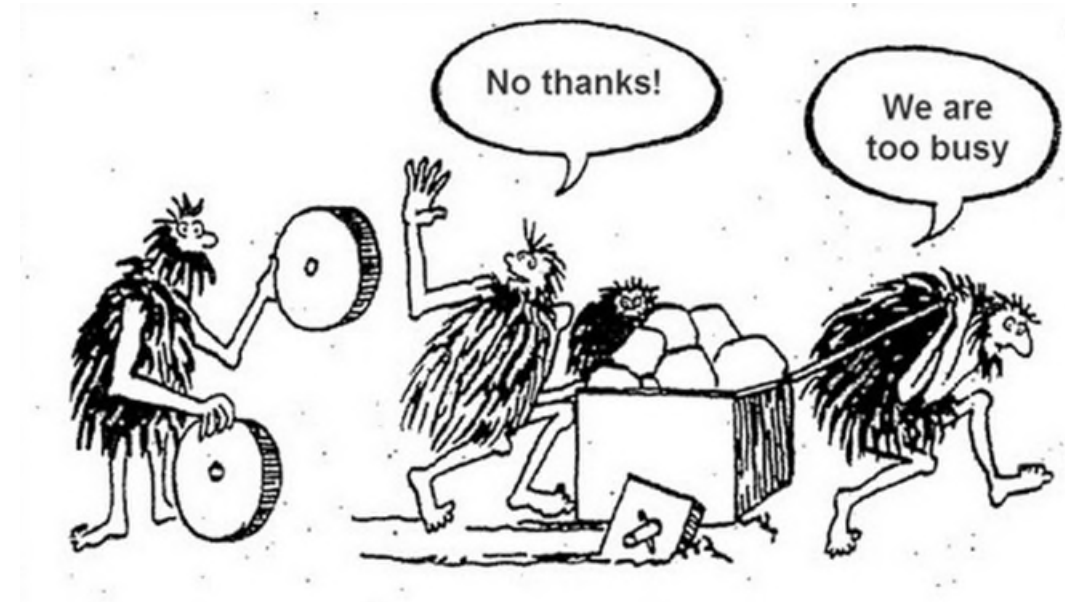
"They know their stuff but can they get on with people?"

"It's not our job to teach people how to teach"

"If they want our time, they are going to have to pay for it."



The Pensive Sloth © 2017



Issues and challenges

Please add to [the table](#).

Issues	Questions or challenges	What we have tried.	Suggestions and questions
1. When staff move on, so does the knowledge, expertise and relationships/ rapport.	<p>How do we capture knowledge and expertise and pass it on?</p> <p>How do we build on this allowing for evolution and individual practices to flourish?</p>	<p>Where possible and feasible:</p> <ul style="list-style-type: none">- More than one staff member in a school- Handover phase including introduction to staff and relationships.- Access to disciplinary and pedagogic materials in advance.- Sharing in central insessional meetings or workshops in Leeds and beyond e.g. Writing in Creative disciplines.	

References

- Ding, A. & Bruce, I. (2023). Silo Busting in academic language research. *BALEAP Biennial Conference: Caution! EAP under DEconstruction*. University of Warwick.
- Ferguson, G. (1997). Teacher education and LSP: The role of specialized knowledge. In R. Howard & G. Brown (Eds.), *Teacher education for languages for specific purposes*. Clevedon, England: Multilingual Matters.

Please also refer to the reference list on the [insessional website](#).