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Enhancing EAP Provision through BALEAP Accreditation: Reflections and Impact

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Enhancing EAP Provision through BALEAP Accreditation

Overview

- Introduction
- Historical Highlights
- BALEAP Accreditation Scheme
- Challenges
- Impact on Institutional Practice
- Lessons Learned
- Next Steps
- Q&A





Students: 9000
Staff: 750



China
2004



Students: 34,000
Staff: 7,000

United Kingdom
1881



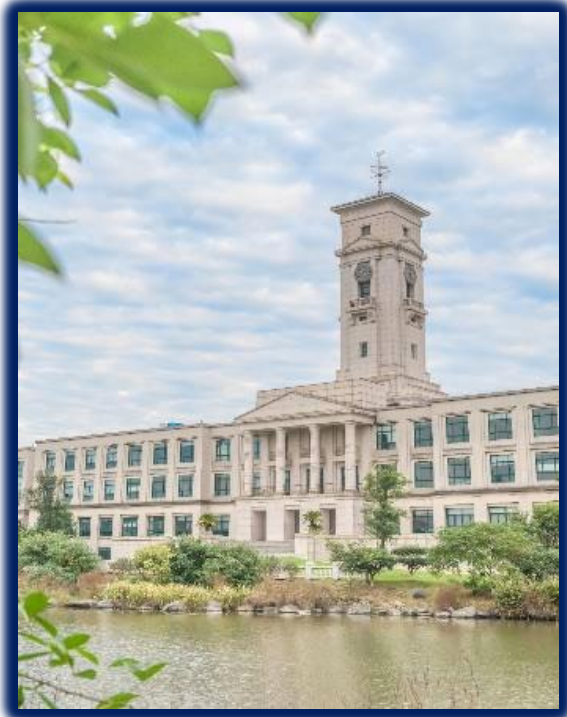
Students: 5,000
Staff: 500



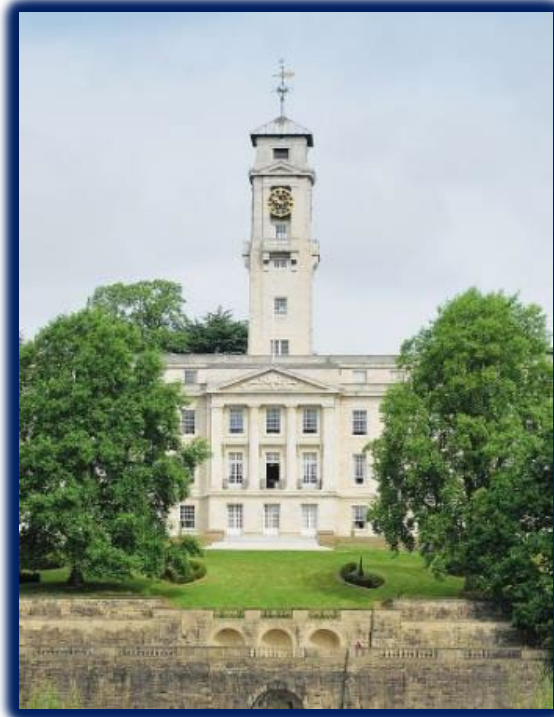
Malaysia
1999



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China



UK



Malaysia



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Founded in **2004**, the **first Sino-Foreign university** began with 256 business students studying with CELE



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Now **9000**
students
studying
across three
faculties &
the grad
school, the
campus has
grown too
([360](#))



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Historical highlights

- CELE's first cohort - 256 business students in Sept 2004
- CELE and UNUK School of Education launched MA TESOL in Sept 2016
- Original CELE 'First Year Programme' - a model based around broad social science themes; non-credit bearing with commercial textbooks
- Grown to become the largest department on Ningbo campus, supporting UNNC-wide initiatives in commercial training (*57% of total income in 2023-24*), in-session support, summer programmes and local and China-wide community outreach
- CELE staff provide mentorship for AdvanceHE Fellowships; CELE currently has 12 Senior Fellows (SFHEA) and 22 Fellows (FHEA) on staff



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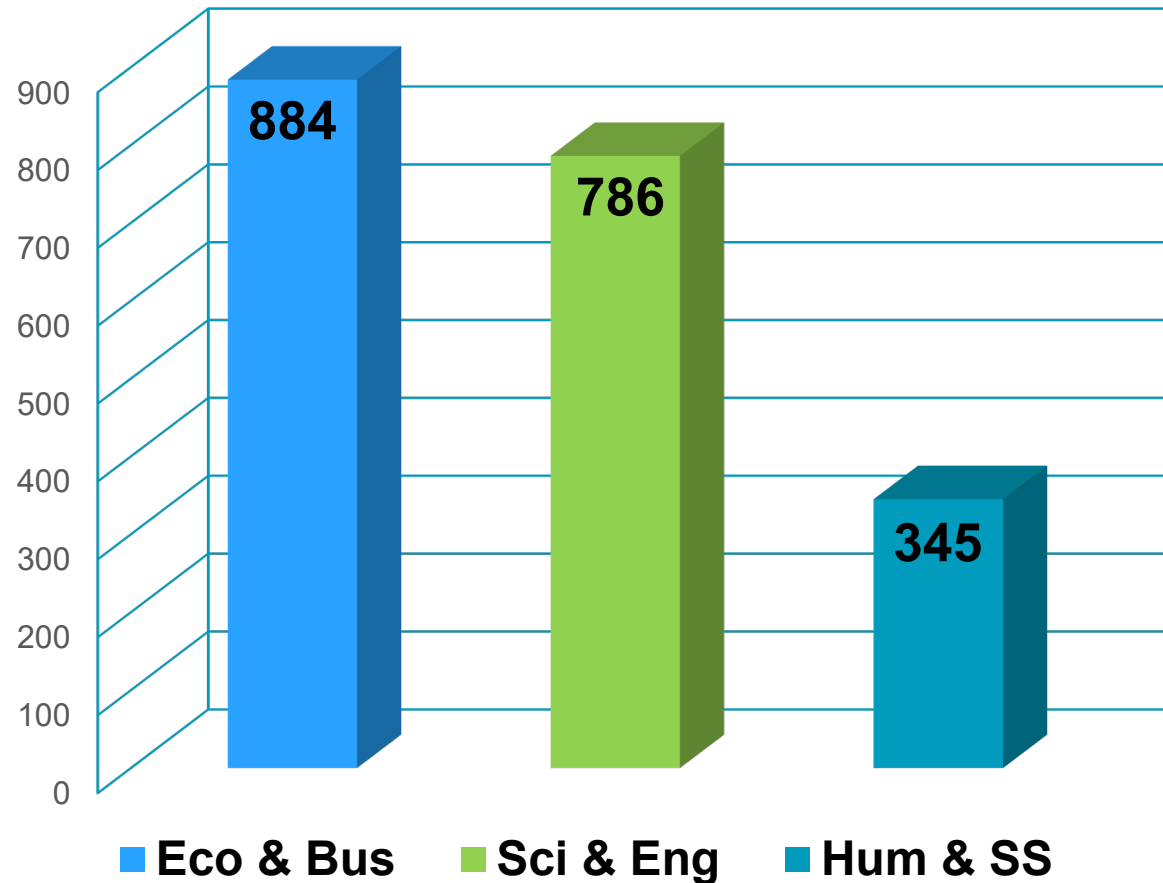


- 120 Teaching Staff
- 80 English for Academic Purposes Tutors
- 40 Introductory Content Tutors
- Approx. 2000 PY students each year



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2015 Preliminary Year Students AY2024-25



% Splits

F52 | M48
D 91 | I/HMT 9



BALEAP Accreditation (December 2023)

- Aim to establish and sustain standards required of specialist EAP provision & enhance best practice across diverse education contexts and academic communities
- Contextualisation, constructive alignment & collaboration
- Delivering T&L activities and assessment
- Informed by the context students in which students are in/hoping to progress
- Aligned to learning outcomes
- Underpinned by clearly articulated principles and/or theory (BAS Handbook, p3)

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Initial Challenges

- Working groups
- New Reading & Writing module
- Disbanded Curriculum Development Team
- Staff perceptions of BALEAP
- Tutors submitting individual lesson plans for observations
- Logistics for observations

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Impact on Institutional Practice (1)

• Enhanced EAP Principles:

- Explicit articulation of EAP & assessment principles
- Collection of feedback from all staff
- Dissemination across the Institution:
 - Introduce in Induction
 - Inform teacher training & professional development
 - Advise recruitment

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Impact on Institutional Practice (2)

• **Module-Specific Improvements:**

- Write Module Handbooks for EAP modules (approach to feedback, principles of T&L & assessment, etc.)
- Case Study: EGAP Reading & Writing Module
 - BAS feedback guided module review & rewriting
 - Establishment of a Curriculum Review Team
 - Constructive alignment of learning outcomes, teaching, and assessment

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Lessons Learned

- **Collaborative Working Groups:**
 - Encouraged buy-in and shared ownership
- **Stakeholder Engagement:**
 - Establish continuous feedback loops with staff and students, e.g. anonymous staff feedback form
 - New staff development sessions now included as part of onboarding
 - Teaching and learning guidelines in Staff Handbook
- **Reflective Practice:**
 - BAS process as a tool for ongoing improvement; T&L Observation College

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Next Steps

- Comprehensive Needs Analysis
- Further module reviews and alignment with BAS standards
- Strengthening institutional principles
- Assessment for learning; learning as ultimate goal
- Preparing for future accreditation

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Thank you

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[UNNC Campus Tour:
https://www.720yun.com/vr/658jOgswrw8](https://www.720yun.com/vr/658jOgswrw8)