



The global forum for EAP professionals

# BALEAP

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Accreditation Scheme  
(BAS) Handbook



Quality Enhancement for English for Academic Purposes  
Courses and Programmes

[www.baleap.org](http://www.baleap.org)

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## FOREWORD

BALEAP: the global forum for EAP professionals is a registered company and a charity. BALEAP aims to enhance the quality of learning and teaching of English for Academic Purposes (EAP) in further and higher education by supporting the professional development of those involved in learning, teaching, scholarship and research in EAP and by providing an accreditation scheme for EAP provision.

The BALEAP Accreditation Scheme is a peer-review quality assurance and quality enhancement scheme. The aims of the Scheme are:

- To enhance the quality of learning and teaching of English for Academic Purposes (EAP);
- To ensure that EAP provision prepares students for academic study;
- To support the professional development of those involved in teaching, scholarship and research in EAP;
- To assure standards in EAP provision across the sector.

The Scheme is thus established in the interests of:

- students enrolled in EAP programmes;
- sponsors of students who study EAP;
- EAP teachers and programme managers;
- institutions where EAP programmes are delivered;
- BALEAP itself, since the Scheme seeks to provide a means of self-regulated and peer-reviewed quality assurance and quality enhancement in EAP in accordance with the Articles of Association of BALEAP  
<http://www.baleap.org/about-baleap/articles-of-association>

## QUALITY ENHANCEMENT FOR ENGLISH FOR ACADEMIC PURPOSES PROVISION

### 1. THE SCHEME

#### 1.1 MANAGEMENT

- 1.1.1 The Scheme is administered by BALEAP: the global forum for EAP professionals.
- 1.1.2 Responsibility for the management of the Scheme is vested in the BALEAP Accreditation Scheme Committee (henceforth BASC), a sub-committee of BALEAP.
- 1.1.3 The BASC reports on its activities to the BALEAP members through the BALEAP executive committee.
- 1.1.4 The BASC has oversight of accreditation of EAP courses and programmes, which is outlined in this handbook and also accreditation of individuals through a TEAP Portfolio, which is outlined in a separate handbook. BASC oversees both these accreditation activities.

#### 1.2 ELIGIBLE COURSES

- 1.2.1 Only institutional members of BALEAP are eligible for accreditation of course and programmes under the Scheme.
- 1.2.2 A member institution may apply for accreditation of any course or programme which is designed to prepare students with the academic literacy and study competence required for further or higher education or research through the medium of English.
- 1.2.3 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 sit the same assessments. Longer courses may be divided into blocks. Courses may be grouped into programmes.
- 1.2.4 Where courses or programmes involve other subject areas, only the English for Academic Purposes components will be assessed.

#### 1.3 ACCREDITATION PROCEDURE

- 1.3.1 A member institution wishing to have a course assessed for accreditation should complete Form AC1b (see Appendix 1) either online <http://www.baleap.org/accreditation/institutions/apply/> or emailed to the Chair or Administrator of BAS. Applications should be received three months before the date requested for a visit.
- 1.3.2 A member institution wishing to have more than one course assessed will provide full documentation for each course. Key teaching, management and support staff for all assessed courses will be available to meet the Assessors. The BASC will have the final decision on the timing of the visit. Where there are more than two courses to assess, more than one visit will be required. Assessment visits for re-accreditation will normally take place at a different time during the course to that of the previous visit.

- 1.3.3 Two Assessors from a panel of Assessors will be allocated to carry out the visit. In addition, a newly appointed Assessor may be asked to 'shadow' the assessment.
- 1.3.4 The Assessors will decide who will be the main report writer and who will be responsible for making initial contact with the institution, and inform the BASC Administrator about these decisions.
- 1.3.5 Details of the assessment visit will be sent to the Assessors and the member institution by email. The Assessors will also receive a copy of Form AC1b (see Appendix 1).
- 1.3.6 The member institution will forward a copy of the course documentation (see pages 12 - 20) to each Assessor, allowing a minimum of two weeks between its receipt and the day of the visit.
- 1.3.7. The Assessors will refer to the Assessors Handbook prior to, during and after the visit.
- 1.3.8 The Assessors will submit a draft report to the institution, to arrive no later than two weeks after the visit. The institution will then have two weeks to check the factual accuracy of the report. No decision on accreditation will be included in this draft report.
- 1.3.9 Each report will have a sponsor who reads the report to check internal consistency, clear relation of comments to criteria, layout and style. The sponsor will receive the draft report at the same time as it is sent to the institution. Sponsor comments will be sent to the assessors no later than two weeks after they submitted their draft report.
- 1.3.10 The revised report will be considered within two weeks of its receipt by a team consisting of the assessors, the sponsor and the Chair of BASC in a virtual meeting convened online. This team will make a recommendation on the accreditation decision. This recommendation will be made known to the institution with an indication of when it will be ratified.
- 1.3.11 The BASC will ratify the decision on whether or not the course will receive accreditation. The decision will be in one of the following categories:
  - a. Accreditation
  - b. Provisional accreditation for one year only with suggestions for remedial action
  - c. Referral of the decision for one year with suggestions for remedial action
  - d. Failure to achieve accreditation.
- 1.3.12 Once the decision is agreed, the Chair of the BASC will inform the member institution concerned and a copy of the BAS report will be sent out to them together with the BAS logo for display on the institution website and publicity material.
- 1.3.13 In the event of failure to achieve accreditation the member institution will have the right of appeal to the BASC (see Appendix 6).

## **1.4 ACCREDITATION**

- 1.4.1 Accreditation is granted for four calendar years from the year of the assessment visit. After accreditation, the member institution will be able to use the recognised BALEAP Accredited logo and 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, which sets rigorous criteria to ensure that courses in Academic English and Study Competence for speakers of other languages are of a high standard and provide an excellent quality of service for their students.*

- 1.4.2 Reassessment will be required at four yearly intervals. Accreditation is valid until December of the fourth year following the assessment visit.

In the fourth year, at least three months before the required assessment, the member institution should apply for reassessment by submitting a newly completed Form AC1b to the Administrator of the BASC. The member institution has responsibility to apply for reassessment. The Administrator will send a reminder in October of the third year.

- 1.4.3 Unless the course applies for reassessment within the four-year cycle, accreditation status will cease from January of the fourth year. In exceptional circumstances an institution may defer reaccreditation for one year.
- 1.4.4 Different Assessors will be appointed to carry out subsequent visits and they will be given the report from the previous assessment visit. Any additional information deemed relevant from previous visits will be circulated at the Chair's discretion.
- 1.4.5 Two years after the assessment visit, the member institution will be asked to complete a declaration that the standards of the course(s) and all relevant circumstances at the time of the original assessment have been maintained or improved (see Form AC2 Appendix 2). Where recommendations have been made in the accreditation report, the institution will report on action taken in these areas since the assessment visit was carried out.

A spot check, by one Assessor, may also be carried out at any time during the four-year period at the discretion of the BASC.

- 1.4.6 The Chair of the BASC will be notified of any change or proposed change in the scope or fundamental character of any accredited course, such as a substantial change in the location, in the nature of the premises, in senior staff or in the type of work undertaken.
- 1.4.7 In the case of major changes or innovations, a reassessment may be required.

## **1.5 PROVISIONAL ACCREDITATION OR REFERRAL**

- 1.5.1 Provisional Accreditation (for first time applicants to the BAS) or a referral decision (for current members of the BAS) will be made under the following conditions: the course fails to meet or only partially meets required standards for 18 criteria and, of these, fails to meet 5. The weaknesses 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, the institution will be notified by the Chair, who will specify the areas in need of urgent attention. Partial reassessment by a single Assessor will take place within 12 months. This reassessment will take place whilst the course is underway.

- 1.5.2 A previously accredited course will continue to have accredited status pending partial

reassessment.

1.5.3 Following successful reassessment, accreditation is valid until December of the fourth year following the first assessment visit in that cycle.

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

## **1.6 FAILURE**

1.6.1 A course will be failed where it fails to meet or only partially meets required standards for more than 18 criteria and, of these, fails to meet more than 5.

1.6.2 In the case of a previously accredited course, accreditation status will cease to apply as soon as the BASC notifies the member institution of the failure decision.

1.6.3 Once a member institution is informed of the failure decision, it will not be able to advertise or publicise its courses as having BALEAP accredited status or to use the BALEAP accredited logo until the courses have been successfully reassessed and accreditation granted.

1.6.4 In the event of failure, a member institution may reapply for complete reassessment after a minimum period of six months.

1.6.5 Any member institution which is refused accreditation as a result of an assessment or reassessment has the right of appeal against the decision (see Appendix 6).

## **2. BALEAP ACCREDITATION SCHEME COMMITTEE**

### **2.1 MEMBERSHIP**

2.1.1 The BALEAP Accreditation Scheme Committee is a sub-committee of BALEAP, chaired by the BAS Chair or the TEAP Officer (depending on which business is more salient at a meeting) and charged with managing the BALEAP Accreditation Scheme. The BAS Chair and TEAP Officer report to the BALEAP executive committee at regular meetings.

2.1.2 A committee of at least five members, including the BAS Chair and the TEAP Officer, (see 2.2.1 below), will be drawn from the panel of active BAS Assessors and TEAP Senior Fellows. The committee will also include:

- the current Chair of BALEAP
- the outgoing or incoming Chair of BALEAP
- up to two non-voting academic consultants in English Language Teaching or Applied Linguistics or Education,
- one non-voting member who will be a representative of a national body concerned with English Language teaching (for example, the British Council).

2.1.3 Assessors who have sponsored a report for an accreditation visit are normally expected to attend the BASC meeting and lead discussion of the report. Other Assessors will attend if available so that a committee has at least five voting members.



## **2.2 OFFICERS OF THE COMMITTEE**

- 2.2.1 The Chair of the BAS and the TEAP Officer will be elected from the BALEAP membership at an Annual General Meeting.
- 2.2.2 An Administrator is appointed by the BALEAP executive committee in discussion with BASC.

## **2.3 PERIOD OF SERVICE**

- 2.3.1 The Chair will serve for one three-year term. She/he may be reappointed for one further two-year term and beyond that at the discretion of the BALEAP executive and BASC.
- 2.3.2 The academic consultants and the representative of a national body concerned with English Language Teaching will be invited to serve for a period of two years. This period may be renewed beyond that at the discretion of BASC.
- 2.3.3 Assessors will attend BASC meetings in rotation to ensure that all Assessors have experience of sponsoring and ratifying BALEAP Accreditation Reports.

## **2.4 TERMS OF REFERENCE**

- 2.4.1 To supervise the operation and management of the Accreditation Scheme for courses and programmes within institutions and the TEAP Portfolio for individuals.
- 2.4.2 To recruit Assessors periodically in sufficient numbers to ensure that the demand for membership of BAS can be met, and to organise a programme for the training and development of Assessors and TEAP Mentors and Assessors.
- 2.4.3 To read Assessors' reports on institutions seeking accreditation and to ratify provisional decisions taken by the assessment team (see 1.3.10 above) as to whether an institution's course(s) should be accredited, referred or refused accreditation.
- 2.4.4 To monitor and act on complaints against the BAS or TEAP Portfolio or complaints made to BALEAP or to the BASC against member institutions or accredited courses or fellows.
- 2.4.5 To keep the accreditation procedures and criteria for assessment (including those in this handbook and in the TEAP Portfolio handbook) under review and to advise BALEAP members on all aspects of accreditation.
- 2.4.6 To operate the BASC in a cost-efficient way with guidance from the BALEAP Treasurer.

## **2.5 MEETINGS**

- 2.5.1 The BASC will meet at least twice a year, normally at the beginning of October to ratify BAS accreditation decisions and at the beginning of March to ratify TEAP Portfolio decisions. The BAS Chair or the TEAP Officer may decide to call extraordinary meetings if the volume of work to be conducted is large.
- 2.5.2 The quorum will be five voting members. The BAS Chair or the TEAP Officer will have a casting vote.

## **2.6 AMENDMENTS TO THE HANDBOOK**

- 2.6.1 The BASC is empowered to recommend amendments to the BAS Handbook and to the TEAP Portfolio Handbook.
- 2.6.2 In the case of amendments which concern procedure or matters of administration, the BASC is empowered to implement the recommendations.
- 2.6.3 In the case of amendments of substance, recommendations should be referred to the membership of BALEAP at the Annual General Meeting.

## **2.7 ANNUAL REPORT**

- 2.7.1 The BAS Chair and TEAP Officer will report to the membership of BALEAP at the Annual General Meeting. These reports will include a list of all accredited institutions, a statement of the financial position of the Scheme, and an account of any problems arising in the administration of the Scheme.

## **3. THE COST OF THE SCHEME**

- 3.1 All matters concerning the cost of the BAS will be proposed by the BASC to the BALEAP Executive Committee and the BALEAP Annual General Meeting.
- 3.2 Accredited institutions will be charged an annual fee to be determined by the BALEAP Executive Committee and advertised on the BALEAP website. This fee will cover all the central costs of the Scheme, including the cost of producing the Handbook and any publicity, the BASC Chair's recharge of time, BASC meetings expenses and related administrative costs, and training and development for Assessors.
- 3.3 The fee will be reviewed periodically by the BALEAP Executive Committee and notified to participating institutions before 1<sup>st</sup> August each year. It will be paid not later than the 1<sup>st</sup> December each year.
- 3.4 Additionally, each institution will be responsible for the payment – payable directly to the assessors – of the travel, accommodation and subsistence expenses of an assessment visit, including an assessment fee (£175 per assessor per day) and separate report writing fee (£200). Where Assessors choose to co-write the report, the reporting fee will be shared between them. In these cases, the Assessors will agree on the amount each Assessor should receive and inform the institution before the end of the visit. Expenses will be in line with those paid to external examiners by the institution. The institution is normally expected to provide assessors with lunch for each day of the visit. The assessment and report writing fees will be set by the BALEAP Executive Committee and notified to participating institutions each year.

## **4. ASSESSMENT**

### **4.1 APPOINTMENT TO THE PANEL OF ASSESSORS**

- 4.1.1 A call for nominations to join the panel of Assessors will be made as required through the BALEAP discussion list. Individuals may put themselves forward or may be nominated by member institutions. Appointments will be made by the BASC on the basis of appropriate qualifications and experience.
- 4.1.2 Assessors will normally be lecturers/teachers in EAP/ESP from a BALEAP member institution. All Assessors will have a minimum of 5 years' EAP experience in Higher Education in the UK and three years of EAP course direction.
- 4.1.3 Assessors will be expected to carry out at least one assessment visit every two years and to attend all Assessors' meetings. These are normally held in May.
- 4.1.4 New Assessors will have to 'shadow' a visit before they can be appointed to carry out an assessment visit, normally the following year.

### **4.2 SELECTION AND REMUNERATION OF ASSESSORS**

- 4.2.1 At least one of the two Assessors on a visit will be a lecturer/teacher in EAP/ESP from an accredited BALEAP member institution.
- 4.2.2 In consultation with the member institution concerned, the BASC will allocate appropriate Assessors to carry out the assessment visits.
- 4.2.3 No nominated Assessor will have any financial connection, present or prospective, with the institution whose courses are to be assessed.
- 4.2.4 Assessors will be paid directly by the institution. No money or gifts can be paid to the Assessors over and above the standard assessment fee (£175 per assessor per day) and report writing fee (£200) set by the BASC plus incurred expenses (travel, accommodation, subsistence). Expenses will be in line with those paid to external examiners by the institution. The institution is normally expected to provide assessors with lunch for each day of the visit.
- 4.2.5 Institutions applying for accreditation for the first time are entitled to a pre-accreditation pastoral visit to enable them to assess their readiness for accreditation. A fee of £95 plus incurred expenses (travel, accommodation, subsistence in line with institution practice) is payable directly to the assessor who conducts the visit. The pre-accreditation fee is then deducted from the first payment of the BALEAP Accreditation Scheme membership fee and the visit is, thus, free to the institution.
- 4.2.6 No fee is payable to new Assessors undertaking 'shadow' visits. The BASC is responsible for the payment of expenses for 'shadow' visits.

### **4.3 THE ASSESSORS' TASK**

- 4.3.1 The Assessors will normally spend two days in the institution seeking accreditation. Guidelines for preparation for the visit are set out in Appendix 5 and in the Assessors'

handbook.

4.3.2 Assessment is of EAP provision, not of institutions.

4.3.3 The Assessors will report on how far the EAP provision meets the requirements of the Criteria for Assessment (see pages 12 to 20).

Areas to be assessed are:

Institutional Context  
Course Management  
Course Design  
Teaching and Learning  
Assessment, Evaluation and Progression

4.3.4 The Assessors will verify the information and the declarations made on Form AC1b.

4.3.5 The Assessors will verify the claims made about the EAP provision in any advertising materials, course brochures, prospectuses and websites produced by the member institution or the university.

4.3.6 The Assessors' report will state how far the EAP provision meets the requirements of the Scheme, based on the Criteria for Assessment (see Section 5, pages 12 to 20) with comments and appropriate recommendations.

4.3.7 The report will clearly indicate whether the Assessors recommend accreditation or not. If the Assessors recommend provisional accreditation or referral, the conditions for accreditation will also be clearly stated in the report.

4.3.8 The Assessors are not authorised to indicate at any time during the assessment visit whether or not accreditation will be recommended since the decision for or against accreditation is the responsibility of the BASC, which may consider other evidence in addition to the Assessors' report. The BASC has the right to request further information from the institution or from the Assessors if required.

4.3.9 The Assessors will submit the report to the BASC within four weeks from the date of the assessment visit. The first-named Assessor will be assumed by the BASC to be the Assessor with the main responsibility for writing the report and the point of contact for any necessary revision of the report.

## CRITERIA FOR ASSESSMENT

INTRODUCTION	DOCUMENTARY EVIDENCE
<p>BALEAP has operated an Accreditation Scheme for EAP courses since 1991. The overall aims of the Scheme are quality enhancement of EAP courses through peer review and quality assurance in relation to a set of criteria agreed as best practice by the profession. The current criteria for assessment of EAP courses derive from a Code of Practice established in 1989, which has undergone several revisions, most recently in 2011, 2014 and in 2016.</p> <p>For the purposes of the BALEAP Accreditation Scheme, the definition of EAP is taken from Bruce (2011)<sup>1</sup>:</p> <p style="padding-left: 40px;">[...] the study of English for the purpose of participating in higher education. This study will be centred on the texts (spoken and written) that occur in academic contexts and will include the discourses and practices that surround and give rise to such texts (p 6). EAP course design needs to be grounded in knowledge of the more general assumptions, values and practices of universities as well as understandings of the more specific differences that can occur among different subject areas (p 35).</p> <p>During an accreditation visit, the Assessors will use documentary evidence, observation of teaching and interviews with key stakeholders to determine whether or not the course submitted for accreditation meets the Criteria. Key stakeholders may include some of the following:</p> <ul style="list-style-type: none"> <li>Course directors</li> <li>Teaching staff</li> <li>Students on the course</li> <li>Administrative staff responsible for student welfare/ progression</li> <li>Director of learning and teaching</li> <li>Head of department/school/faculty</li> <li>Staff in receiving department/school/faculty</li> </ul> <p>The assessors will prepare a written report for the BALEAP Accreditation Scheme Committee specifying the extent to which these Criteria are met.</p>	<p>Documentary evidence should be submitted in advance for each of the courses seeking accreditation. Where a course is divided into blocks, the information should be provided for each block.</p> <p>Documentary evidence should be submitted electronically in folders labelled with the relevant numbered criteria. It should be accompanied by a short narrative indicating which criterion the evidence supports.</p> <p>Beside each set of criteria is a checklist of suggested information to send in advance or have available during the assessors' visit. Other evidence or documentation may also be offered in support of an application for accreditation.</p> <p>If insufficient or incomplete documentation is submitted, an accreditation visit may be cancelled.</p> <p>The BASC welcomes comments on this checklist from Assessors and institutions as it is reviewed regularly.</p>

<sup>1</sup> Bruce, I. (2011) *Theory and Concepts of English for Academic Purposes*. Houndmills, Basingstoke: Palgrave Macmillan.

## 5. CRITERIA FOR ASSESSMENT

5.1 INSTITUTIONAL CONTEXT	DOCUMENTARY EVIDENCE
<p>The course will be well-integrated within the wider institution in terms of relevant institutional policies and procedures. Specifically:</p> <p>5.1.1 There will be effective lines of communication and support between the managers of the course and the broader management structure within the institution in which it operates.</p> <p>5.1.2 Course Directors will nurture relationships with receiving departments, in order to understand the academic culture and work in receiving departments.</p> <p>5.1.3 Course Directors will have an active relationship with relevant services of the university, including the international office, admissions, accommodation, library, computing services and the student union.</p> <p>5.1.4 Procedures for staff recruitment will align with institutional practice and be informed by the TEAP Competency Framework,</p> <p>5.1.5 All academic, academic related and non-academic staff will be appointed on the relevant institutional salary scale and will enjoy standard terms and conditions of service. Pro rata appointments will be made for staff employed on contracts of less than one year.</p> <p>5.1.6 Staff will be offered professional development opportunities in line with wider institutional practice.</p> <p>5.1.7 Staff will have the use of office space or a staff room which is adequate for the purposes of lesson preparation, marking, the completion of related administration and communication with other members of the course team. There will be adequate facilities for relaxation and refreshment.</p> <p>5.1.8 A sufficient number of support staff will be employed to deal with secretarial and clerical support and with matters relating to the administration of the Course, student welfare, teaching equipment or other resources.</p> <p>Note: The wider institution has responsibility for</p> <ul style="list-style-type: none"> <li>• legal requirements for students on Tier 4 Visas (responding to enquiries promptly, keeping accurate student records including emergency contacts, monitoring attendance)</li> <li>• other legal requirements (health and safety, risk assessment, copyright)</li> <li>• the provision of adequate learning and teaching spaces with appropriate equipment,</li> <li>• access to normal learning and welfare resources (libraries, computing facilities, accommodation, health and welfare support services)</li> </ul>	<ul style="list-style-type: none"> <li>• Information presenting the role and position of the member institution in the broader university context.</li> <li>• A statement outlining the current position of the member institution including the following: <ul style="list-style-type: none"> <li>- courses</li> <li>- any recent/planned developments</li> <li>- any particular difficulties overcome or currently faced</li> <li>- any outstanding achievements</li> <li>- an account of any reasoned departure (if any) from the Criteria.</li> </ul> </li> <li>• A diagram showing the management structure of the member institution with names of key roles.</li> <li>• Information on and evidence of contact with other departments, e.g. minutes of meetings or emails to staff.</li> <li>• Statement of University pay scales and conditions of employment.</li> <li>• Employment documentation <ul style="list-style-type: none"> <li>- job specification and samples of contracts for full-time and part-time academic and non academic staff.</li> </ul> </li> <li>• Staff handbook with information about the institution, the course parameters and teaching support.</li> <li>• Brochures or prospectuses of the university that include information relating to the member institution. Website urls may be included in the advance documentation.</li> </ul>

<p>The assessors may comment on examples of best practice (or poor practice) relating to these aspects.</p>	<ul style="list-style-type: none"> <li>• Publicity (brochures, leaflets) for the member institution and the courses subject to accreditation.</li> <li>• Student handbook with general information about living, working and studying in the institution.</li> <li>• A map of the premises, indicating offices, classrooms and resource areas for the relevant courses.</li> <li>• Information on access to the premises, public transport and car parking facilities.</li> <li>• Information on library and computer availability and access for students.</li> <li>• Statement and documentation on any staff development policy including, for example, information about staff development sessions, support for staff members to attend professional conferences and/or courses and a record of attendance of recent years.</li> </ul>
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5.2 COURSE MANAGEMENT	DOCUMENTARY EVIDENCE
<p>The course will have dedicated management which has ultimate responsibility for all aspects of quality assurance and quality enhancement on the course. Specifically:</p> <p>5.2.1 The Course Director/s will be senior members of the EAP Unit and, preferably, full-time employee/s of the institution for the duration of the course. They will have a minimum of five years' relevant teaching experience, which will include substantial EAP work in further and/or higher education. They will be able to demonstrate competence in needs-driven, genre-informed syllabus design and assessment for EAP.</p> <p>5.2.2 The overall management structure will be made clear to students and staff. The responsibilities of the Course Director/s and teaching staff will be specified clearly. The role of administrative and other support staff in the running of the course will be clearly understood by all members of the course.</p> <p>5.2.3 The Course Director/s will be directly responsible for course management including course design, timetabling, principled grouping of students and allocation of teachers to classes, and monitoring all records of teaching and assessment.</p> <p>5.2.4 Teaching staff will be given an induction, which includes the principles on which the Course is designed, materials and resources available, and assessment.</p> <p>5.2.5 There will be a principled approach to monitoring the effectiveness of teaching, informed by the TEAP Competency Framework, with observers trained and standardised appropriately, regularly and effectively. Examples of EAP-specific areas for consideration during observation include:</p> <ul style="list-style-type: none"> <li>• the extent to which teachers explicitly link teaching aims and learning outcomes to the course syllabus and assessments</li> <li>• the extent to which teachers explicitly relate lesson aims, activities and tasks to students' future academic contexts</li> <li>• the extent to which teachers take a discourse approach to skills and language development</li> <li>• the extent to which teachers exploit opportunities, both planned and unplanned, to raise students' awareness of academic values and practices.</li> </ul> <p>See Appendix 9 for a sample observation format.</p> <p>5.2.6 All teachers will be observed at least once during the Course (or within four months of the Course start or end dates for permanent staff), using an observation schedule informed by the TEAP Competency Framework. All newly-appointed teachers will be observed early within their contract by the Course Director/s, with follow up, e.g. for dealing with unsatisfactory teaching performance, as appropriate.</p> <p>5.2.7 On-going and end-of-course evaluation will be carried out</p>	<ul style="list-style-type: none"> <li>• Job descriptions of relevant staff with information about positions of responsibility, allocations of administrative duties e.g. <ul style="list-style-type: none"> <li>- staff recruitment</li> <li>- course planning</li> <li>- timetabling</li> <li>- provision of materials</li> <li>- provision and administration of assessment</li> <li>- resources (including staff and student access to these)</li> <li>- allocation of classrooms</li> <li>- student recruitment</li> <li>- student allocation to classes</li> <li>- social events</li> <li>- student welfare.</li> </ul> </li> <li>• Course and student profiles (see Appendix 3).</li> <li>• Teacher Induction Programme.</li> <li>• Timetables for the course showing teachers' names, group, class and room numbers (to aid Assessors in planning an observation timetable).</li> <li>• Information on number of teachers per group/class and Course Director's contact with students.</li> <li>• Class lists for each component with student names, nationalities, gender, future course, proficiency level and number of teachers.</li> <li>• Attendance records.</li> <li>• Staff Handbook with information related to observation of teaching and follow up support.</li> <li>• Teaching observation records.</li> </ul>



<p>with students and staff. Records of outcomes and follow-up actions will be kept.</p> <p>5.2.8 There will be arrangements for adequate liaison between staff and between students or staff and management. Regular staff meetings and student-staff liaison meetings will be held and minutes kept.</p>	<ul style="list-style-type: none"> <li>• Information on evaluation procedures e.g. on-going, midcourse, end of course and post-course, samples of any questionnaires used,</li> <li>• Minutes of staff meetings.</li> <li>• Course reports and summaries of previous course evaluation exercises.</li> <li>• Any relevant audit or quality assurance reports from internal or external bodies.</li> </ul>
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5.3 COURSE DESIGN	DOCUMENTARY EVIDENCE
<p>The Course will adhere to the principles of needs-driven, genre-informed syllabus design and assessment to enable students to acquire the knowledge, skills and attributes required for successful study in further or higher education. Specifically:</p> <p>5.3.1 The Course will be designed according to clearly articulated principles of language learning and the development of academic literacy in relation to the needs of students in English-medium academic contexts.</p> <p>5.3.2 The Course design will explicitly link course aims and learning outcomes to language and academic literacy skills teaching, with clear routes of progression.</p> <p>5.3.3 The Course syllabus will have an explicit organising principle with a coherent set of components which allow for progression, recycling and transfer of language knowledge, academic literacy skills and study competence to target academic contexts.</p> <p>5.3.4 The development of student autonomy and critical engagement with academic texts and practices will be integrated and made explicit throughout the syllabus components.</p> <p>5.3.5 The syllabus components will have explicit teaching aims and learning outcomes with an outline plan, specified materials and teaching notes established before the start of the Course.</p> <p>5.3.6 The Course will include an introduction to the use of the library and on-line learning facilities.</p> <p>5.3.7 Provision will be made for regular timetabled individual consultations or tutorials as one way to encourage students to develop as independent learners.</p> <p>5.3.8 The syllabus components will be made clear to teachers and students and will be reflected in the timetable.</p> <p>5.3.9 There will be adequate and appropriate provision of relevant learning materials, teachers' reference materials, professional journals and facilities relevant to course design and the student profile.</p> <p>5.3.10 Teachers will be encouraged to contribute to the further development of the Course.</p> <p>5.3.11 The Course will evidence quality enhancement through active exploration and innovation in methodological approaches to the teaching of EAP and development in course design with regular revision and adaptation.</p>	<ul style="list-style-type: none"> <li>• Statement of principles of course design.</li> <li>• Student and staff handbooks with information about the course syllabus, teaching aims and assessment.</li> <li>• Component syllabuses/ outline plans for the teachers.</li> <li>• An overview timetable with named components to reflect the overall balance and progression of the syllabus.</li> <li>• Information on materials identified and available for each named course component.</li> <li>• Information on the introduction to the use of the library and computers.</li> <li>• Statement of any research and development policy practised by the member institution including, for example, time allowed for individual research and preparation, any materials or test development related to the courses applying for accreditation, any study leave allowance, or relevant research conducted in the department.</li> </ul>

5.4 TEACHING AND LEARNING	DOCUMENTARY EVIDENCE
<p>The course will be delivered by suitably qualified professionals who understand the principles of needs-driven, genre-informed syllabus design and assessment for EAP and can integrate these within their teaching. Specifically:</p> <p>5.4.1 The course will be taught by graduates with a relevant teaching qualification, with the majority of teachers having diploma level teaching qualifications and experience teaching EAP in higher education. (See Appendix 7 for guidance.)</p> <p>There will be a valid rationale for the employment of any teachers without the appropriate ELT/EAP qualifications. In such cases, appropriate mechanisms will be in place to support and monitor their development.</p> <p>5.4.2 All teachers will have relevant experience in teaching English to speakers of other languages. There will be a range of EAP experience appropriate to the programme. For those teachers without such EAP experience, appropriate mechanisms will be in place to support and monitor their EAP competence. These could include mentoring, observing teaching, and/or regular meetings.</p> <p>5.4.3 Teachers will understand the overall syllabus and its relationship to students' future academic studies. They will understand the links between various elements of the syllabus: the aims and learning outcomes of each component and each lesson; the materials; the assessments. This understanding will be reflected in lessons.</p> <p>5.4.4 Lesson preparation will give due attention to academic literacy and engagement. Lesson plans should include:</p> <ul style="list-style-type: none"> <li>• clear teaching aims and intended learning outcomes in relation to previous and future lessons and to the overall syllabus</li> <li>• deployment of materials and teaching aids appropriate to the aims of the lesson</li> <li>• rationalised progression of activities relating to the syllabus, timetable and future academic needs</li> <li>• appropriate weight/time given to salient tasks essential for delivering the learning outcomes of the lesson.</li> </ul> <p>Note: A written lesson plan will be available to the Assessors for all lessons observed during the visit.</p> <p>5.4.5 Lesson delivery will employ a communicative, genre-informed, task-based approach appropriate for EAP in the given context. Lessons will include:</p> <ul style="list-style-type: none"> <li>• a clear introduction, making explicit the teaching aims, intended learning outcomes and rationale (which may be linked to assessment of current needs or anticipated future needs)</li> <li>• a progression of activities clearly linked to the aims with appropriate weight/time given to salient tasks essential for delivering the learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• An accurate and up-to-date CV for each member of academic staff, giving <ul style="list-style-type: none"> <li>- qualifications</li> <li>- relevant experience</li> <li>- photocopies of certificates degrees.</li> </ul> </li> </ul> <p>Each CV should include the date the teacher took up the present post.</p> <ul style="list-style-type: none"> <li>• Staffing profile (Appendix 4).</li> <li>• Preparation for observation of teachers during the accreditation visit</li> <li>• Lesson plans available for each class taught during the visit.</li> <li>• Records of teaching plans and materials/handouts used for each component.</li> <li>• Samples of students' assignments/files.</li> <li>• Statement of how teaching materials are used, shared and developed by academic staff on the course.</li> <li>• Information on student access to independent learning facilities and copies of any information sheets given to students on the use of such resources.</li> </ul>

<ul style="list-style-type: none"> <li>• appropriate management of physical resources, teaching aids and materials.</li> <li>• a clear conclusion, allowing for reflection on learning and its future application</li> </ul> <p>5.4.6 Lessons will demonstrate the professional competence of the teacher who will have or be developing an understanding of the competencies required by students in their future academic work. This includes:</p> <ul style="list-style-type: none"> <li>• awareness of the range of academic genres which contribute to the construction and dissemination of knowledge</li> <li>• understanding of the different audiences and purposes of a variety of academic and non-academic genres</li> <li>• understanding of the ways that choices of content, organisation, lexis and syntax combine to deliver the text purpose for a specific audience.</li> </ul> <p>5.4.7 Students will have access to facilities for independent learning with a range of appropriate, related multi-media materials organised in a user-friendly way. Advice will be available on the use of these resources with the aim of encouraging independent learning.</p> <p>5.4.8 Students will have access to a social and cultural programme to help them settle into their new learning environment. They will be informed in advance of any additional costs that this programme entails. Visits and excursions will be supervised and adequately insured.</p> <p>5.4.9 Students will have access to relevant and impartial advice and support in relation to their future academic studies, in particular if they are moving to a different institution.</p>	
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<p><b>5.5 ASSESSMENT, EVALUATION AND PROGRESSION</b></p> <p>Assessment will clearly reflect the academic expectations of receiving departments and faculty, and will be comprehensible and relevant to students and receiving departments. Specifically:</p> <p>5.5.1 The overall course design will link explicitly to summative assessments, providing clear routes of progression. These will be made known to both teachers and students, taking into account those students joining at later entry points.</p> <p>5.5.2 Assessment will be as closely linked to receiving departments' academic expectations as possible, in terms of both content and procedures. This might be achieved by dialogue with academic staff, analysis of sample coursework and exams and/or access to sample scripts.</p> <p>5.5.3 Students will be informed in advance of assessment procedures and criteria to be used on the Course, including any opportunities for resubmitting coursework or re-sitting exams for students who failed to meet the required level.</p> <p>5.5.4 Students will receive timely and useful feedback on their progress and on their strengths and weaknesses.</p> <p>5.5.5 On intensive courses of more than six weeks, formal assessment of students' progress will be carried out at regular intervals with feedback given and records kept.</p> <p>5.5.6 Measures will be taken to ensure standardisation, fairness and consistency in all student assessment procedures across teachers and tasks.</p> <p>5.5.7 Students will be encouraged to monitor and take responsibility for their own progress, with particular attention paid to the take up of feedback from their teachers.</p> <p>5.5.8 Exit assessment procedures and reports will be comprehensible and useful to both the student and the receiving department.</p> <p>5.5.9 Support and clear information, e.g. relating to visa extensions or registration, will be provided to students transitioning from the Pre-session course to university programmes.</p> <p>5.5.10 Effective systems will be in place to formally monitor the subsequent academic achievement of students who have completed the pre-session programme through some form of tracking. Such a follow-up exercise will be undertaken at regular intervals and will include consultation with past students and with staff in receiving departments.</p>	<p><b>DOCUMENTARY EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Information on entrance requirements for course(s) to be accredited.</li> <li>• Information given to students on assessment procedures (including opportunities for resubmitting coursework or re-sitting exams).</li> <li>• Evidence of discussion of assessment with other departments.</li> <li>• Account of procedures for ensuring fairness and equivalency of assessment procedures (including assessment criteria given to students and standardisation sessions with staff).</li> <li>• Evidence of written or oral feedback on performance given to students.</li> <li>• Account of procedures for record keeping, reporting to sponsors, departments, etc. and sample documents.</li> <li>• Sample test reports or certificates given to students and receiving departments.</li> <li>• Information regarding any external examinations for which students are entered.</li> <li>• Statements about help students receive with police registration, visa renewal and registration for degrees.</li> <li>• Evidence of follow-up exercise on students' progress in consultation with receiving departments.</li> </ul>
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## APPENDIX 1a

### APPLICATION FOR PRE-ACCREDITATION VISIT (Form AC1a)

One electronic copy of this form should be sent to the Administrator of the BALEAP Accreditation Scheme Committee at [admin@baleap.org](mailto:admin@baleap.org).

#### 1. Name of University

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#### 2 Name of Head/Director of Member Institution and full postal address:

Name	
Address	
Postcode	
Telephone number	
Email address	

#### 3 List of courses expected to be running at the time of the accreditation visit and names of the staff members responsible for these courses (use separate sheet if necessary):

Course Name	Dates	Student Numbers	Lecturer Name

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


Signed ..... Position ..... Date .....

#### Name and address of contact for correspondence, if different from above:

Name	
Address	
Postcode	
Telephone number	
Email address	

*This application can be made on the BALEAP website;  
<https://www.baleap.org/accreditation/institutions/apply-for-accreditation>*

## APPENDIX 1b

### APPLICATION FOR ACCREDITATION (Form AC1b)

Please read the BALEAP Accreditation Scheme Handbook and the appendices before completing this form. Note in particular Sections 1 & 2, pages 4 to 8, Section 5, pages 12 to 20 and Appendix 5.

One electronic copy of this form should be sent to the Administrator of the BALEAP Accreditation Scheme Committee at [admin@baleap.org](mailto:admin@baleap.org).

#### 1. Name of University

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#### 2 Name of Head/Director of Member Institution and full postal address:

Name	
Address	
Postcode	
Telephone number	
Email address	

#### 3 List of courses expected to be running at the time of the accreditation visit and names of the staff members responsible for these courses (use separate sheet if necessary):

Course Name	Dates	Student Numbers	Lecturer Name

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


#### 5 Date of last Assessment Visit (if applicable).

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## 6. DECLARATION:

I confirm that I have read the Accreditation Scheme Handbook, that to the best of our knowledge the Course(s) above meet(s) the Criteria, and that we will abide by the procedures of the Scheme.

<b>Signed by</b>	
<b>PRINT NAME</b>	
<b>Position</b>	
<b>Date</b>	

## CORRESPONDENCE CONTACT INFORMATION

Name and address of contact for correspondence, if different from above:

<b>Name</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Telephone number</b>	
<b>Email address</b>	

*This application can be made on the BALEAP website;  
<https://www.baleap.org/accreditation/institutions/apply-for-accreditation>*



## APPENDIX 2

### INTERIM DECLARATION OF MAINTENANCE OF STANDARDS (Form AC2)

(Completion of this form will be required by the BASC two years after the assessment visit. See 1.4.5 page 6).

#### 1. Name of Head/Director of Member Institution and full postal address:

<b>Name</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Telephone number</b>	
<b>Email address</b>	

#### 2 Date of last Assessment Visit (if applicable).

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#### 3 List of courses that were running at the time of the accreditation visit:

Accredited Course Name	Dates	Course Length

#### 4 Names of Assessors:

Assessor number 1	
Assessor number 2	

#### 5. Action taken on any recommendations from previous report.

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#### 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 Assessment, Section 5 of the Handbook. No major changes have taken place in the management or staffing of the Course(s).

<b>Signed by</b>	
<b>PRINT NAME</b>	
<b>Position</b>	
<b>Date</b>	

*This form can be downloaded from the BALEAP website.*

### APPENDIX 3

#### COURSE AND STUDENT PROFILES

(to be completed by member institutions *in electronic form* and sent with advance documentation)

COURSE/ BLOCK	NO. OF STUDENTS	LENGTH (WEEKS)	DATES	LEVEL/ RANGE	NO. OF GROUPS/ CLASSES	NO. OF COUNTRIES REPRESENTED	TOP 3 COUNTRIES %	NO. OF DISCIPLINES	TOP 3 DISCIPLINES %

*These forms can be downloaded from the BALEAP website.*

**APPENDIX 4**  
**STAFFING PROFILE**

**Qualifications/Experience/Conditions of Service**

(to be completed by member institutions *in electronic form* and sent with advance documentation)

COURSE STAFF INITIALS ONLY DESIGNATION: DOS/COURSE DIRECTOR/ TUTOR	QUALIFICATIONS	LENGTH OF ELT EXPERIENCE	LENGTH OF EAP EXPERIENCE	NUMBER OF PREVIOUS UK PRE- SESSIONAL COURSES	PART- TIME/F ULL- TIME	LENGTH OF SERVICE WITH ORGANISATION	DATE OF EMPLOYMENT	LENGTH OF CONTRACT	NUMBER OF TEACHING / CONTACT HOURS PER WEEK
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
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17									
18									
19									
20									

## **APPENDIX 5**

### **GUIDELINES FOR MEMBER INSTITUTIONS PREPARING FOR ASSESSMENT**

Institutions considering being accredited for the first time are recommended to request a pre-accreditation visit which will enable them to gain a clear idea of what is involved. Form AC1a is provided in Appendix 1a.

#### **1 BEFORE THE VISIT**

- 1.1 The Course Director/Co-ordinator is responsible for informing all staff of:
- the purpose of the assessment and the background to the scheme
  - the date of the visit of the Assessors
  - the names of the Assessors
  - the documentation the Assessors may wish to see at the time of the visit, e.g. aims and objectives of course components being taught on the day, class records, administrative files
  - the need for teachers to produce lesson plans (e.g. one page of A4) and copies of teaching materials for the Assessors for all classes which are observed during the visit (see 5.4.4). Assessors should be able to see, from lesson plans, how the class being observed fits with the syllabus and previous and subsequent classes.
  - the fact that all teachers will be observed by at least one and probably both Assessors for a period of between 10 and 20 minutes each but that the observation is of the course not of individuals.
- 1.2 In the interests of continued good practice the Assessment Criteria should form an integral part of the tutor briefing/induction and course evaluation of any eligible course.
- 1.3 Member institutions will liaise with the Assessors in preparation for the visit (see 4.3 b) below).
- 1.4 Institutions which have been previously accredited are required to provide a statement stating what measures have been taken to meet criteria which were not met or were partially met. Areas where there has been noteworthy development may also be mentioned (max 300 words). This will also relate to the interim statement provided two years after the accreditation visit (see 1.4.5, above and Appendix 2).

#### **2. DURING THE VISIT**

- 2.1 The Assessors will wish to talk to the Course Director/s and any relevant University staff about any aspect of the course which relates to the Criteria in Section 5 of this Handbook. They will also wish to talk to academic and support staff on the course and to students. Assessors will visit the premises, observe classes and look at documentation not already submitted.
- 2.2 Teachers should keep to the normal timetable. They should have available any information (syllabus, background notes, records, lesson plans or previous work by students) that might help the Assessors to appreciate the purpose and context of the lesson and the reasons for the methodology employed.
- 2.3 The Assessors will not normally give prior warning of intention to enter a particular class, but staff can be assured that the purpose of the visit is not to inspect or report on individual teachers but rather to evaluate the Course as a whole.
- 2.4 At the end of the visit the Assessors will meet the Course staff (precise attendance to be decided by the member institution) to give some general feedback on the visit, including for example, strengths and weaknesses of the course. The Assessors will not indicate whether accreditation is to be recommended.

### 3. AFTER THE VISIT

3.1 Any communication concerning the outcome of the visit should go through the BASC Chair.

3.2 A form requesting feedback on the accreditation visit is sent by the BASC Administrator to the member institution at the same time as confirmation of the visit.

#### 3.3 Payment of Assessors

Member Institutions will be responsible for the payment of Assessors' fees and expenses in accordance with the Accreditation Scheme (see 3.4 page 9). Arrangements for payment should be settled before the final summing up of the accreditation visit.

4. TASKS FOR INSTITUTIONS TO BE ASSESSED	SUGGESTED TIMING				
<p>4.1. Application and Preliminary Tasks :</p> <p>a) Complete BAS application form AC1b (Appendix 1) and send to BASC chair.</p> <p>b) Check through BAS Criteria for Assessment (Section 5) noting any gaps in your institution's existing Provision or procedures.</p> <p>c) Decide on and timetable/delegate necessary action, e.g.:</p> <table border="0" data-bbox="263 1077 1070 1211"> <tr> <td>Gap :</td><td>Action</td></tr> <tr> <td>No provision for individual tutorials (Criteria 5.3.7)</td><td>Include tutorial slot in weekly timetable Include guidelines on tutorials in Tutors' Handbook</td></tr> </table>	Gap :	Action	No provision for individual tutorials (Criteria 5.3.7)	Include tutorial slot in weekly timetable Include guidelines on tutorials in Tutors' Handbook	<p>As early as possible: at least 3 months in advance of visit</p>
Gap :	Action				
No provision for individual tutorials (Criteria 5.3.7)	Include tutorial slot in weekly timetable Include guidelines on tutorials in Tutors' Handbook				
<p>4.2. Documentation :</p> <p>a) Go through BAS check list of documentation to be sent in advance making 3 lists: (i) documents already available (ii) documents which can be prepared in advance (iii) documents to be completed at the start of the course (e.g. class lists, student profile).</p> <p>b) Create 'Master File' in electronic format with sections numbered according to Section 5 criteria (pages 12 – 20).</p> <p>c) Make and file, in the appropriate section, 1 copy of documents in list (i). Where possible store and send documents electronically.</p> <p>d) Create a narrative document which provides an overview of the course and links the evidence in each section to the criteria.</p> <p>e) Timetable/delegate production of documents in list (ii). File (3 copies) in Master File as they are completed.</p> <p>f) Prepare documents in list (iii) and file as soon as information is available.</p> <p>g) Write a Contents Page for documentation.</p>	<p>3 - 4 months before visit</p> <p>3 - 4 months before visit</p> <p>3 - 4 months before visit</p> <p>3 - 4 months before visit</p> <p>Beginning of course</p>				

h)	Previously accredited institutions should prepare statement of progress in meeting criteria (see 1.4.5 and Appendix 2).	
4.3.	Final Arrangements :	
a)	Check that course tutors and support staff are fully informed of date/purpose of visit and BALEAP criteria for assessment.	Induction/pre-course tutors' meetings
b)	Liaise with Assessors on arrangements for the visit: arrival time, travel and accommodation arrangements, meetings with Course Director/s tutors, clerical, technical and support staff, and with students. If the Assessors wish to meet any other University officials (e.g. International Officer, Student Visa Advisors, Student Union officers) check their availability.	As soon as names of Assessors and dates confirmed (usually 4-6 weeks prior to visit)
c)	Draw up a draft timetable for the Assessors visit	2-3 weeks before visit
d)	Check that all advance documentation, including that in list (iii), is complete. Inform Assessors of any documents still unavailable and what arrangements you have made for them to receive/inspect them. Make up two sets of complete documentation with contents page, electronically if possible, keeping the Master File for your reference. Send one set to each Assessor.	2-3 weeks before visit
d)	Arrange for documentation not sent electronically in advance to be available for inspection during the visit.	Week before visit
e)	Inform staff and students of arrangements for the visit: <ul style="list-style-type: none"> <li>▪ Purpose of visit</li> <li>▪ Time and place of meetings with groups/individuals</li> <li>▪ Ask tutors to prepare brief written lesson plans and extra set of materials for each lesson likely to be observed by the Assessors.</li> </ul>	Week before visit
f )	Logistics <ul style="list-style-type: none"> <li>▪ Check arrangements for tea/coffee/lunch for the Assessors</li> <li>▪ Arrange for room to be available for Assessors to confer, consult records etc.</li> <li>▪ Make arrangements for payment of Assessors' fees and expenses through your institution payroll.</li> </ul>	Week before visit
g)	Final check on arrangements, availability of teaching records, copies of tests, files of material, any last minute documentation.	Day before visit

## APPENDIX 6

### APPEALS PROCEDURE

1. A member institution which is refused accreditation for a course type after the first or any subsequent full assessment has the right of appeal against the decision. No such right exists in the case of referral.
2. An institution wishing to appeal must notify the Chair of the BASC of this intention by email within 15 days of receiving confirmation of refusal of accreditation. The institution may submit its appeal by email within the following 30 days.
3. A previously accredited course type will continue to enjoy accredited status until after the hearing and determination of the appeal.
4. On receipt of the written appeal the Chair of the BASC will invite comments from the Assessors in the case.
5. The appeal will be heard by a committee consisting of:
  - one of the BASC academic consultants
  - a BASC member (Chair or nominee)
  - a BALEAP member (not serving on the present BASC and not employed by the appellant institution, to be nominated by the appellant institution in consultation with the Chair of BALEAP)
  - an independent expert in the field of ELT (to be nominated by the appellant institution in consultation with the Chair of BALEAP).
6. The Appeals Committee will consider the following documents:
  - full assessment report
  - appeal documents submitted by appellant institution
  - 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 institution at least five working days before the hearing date of the appeal if they have not already been so copied previously.
7. The head (or appropriate nominee) of the appellant institution and one other member of staff may present their institution's appeal in person to the Committee.
8. Within 90 days after receipt by the BASC of the appeal in writing the Appeals Committee will make a written report to the BASC.
9. When an appeal is upheld the institution will continue to enjoy accredited status in respect of the course type in question. When an appeal is rejected the institution will lose its accredited status in respect of the course type in question and will have to go through all the usual procedures for application for accreditation. It will then be treated as a new institution i.e. the course type will be granted accreditation or not following a full reassessment but there may be no referral of the decision.
10. The appellant institution will be notified of the decision reached by the Appeals Committee, and receive a copy of their report within fourteen days of the hearing.

## **APPENDIX 7**

The expectation is that there will be a range of experience and qualifications within the teaching team.

Teaching Qualification: The diploma level qualification expected of teachers is either the Cambridge English or Trinity Diploma in English Language Teaching of Adults (or equivalent) or a Postgraduate Certificate in Education (or equivalent).

Teachers may also show evidence of competence to teach English for Academic Purposes with a TEAP Portfolio Accreditation at Associate Fellow level or above.

Academic Qualification: While all teachers are expected to hold undergraduate degrees, it is expected that some also hold Masters' level degrees in ELT, EAP, or Applied Linguistics.

If a Centre employs teachers on the course without either a diploma-level teaching qualification or an ELT-related postgraduate degree, then a clear explanation of how they are supported is required.

If a Centre employs teachers on the course without experience of teaching EAP at higher education level, then a clear explanation of how they are supported is required.



## **APPENDIX 8**

### **CHECKLIST OF DOCUMENTATION**

#### **INTRODUCTION**

- Documentary evidence should be submitted in advance for each of the courses seeking accreditation. Where a course is divided into blocks, the information should be provided for each block.
- Documentary evidence should be submitted electronically in folders labelled with the relevant numbered criteria. It should be accompanied by a short narrative indicating which criterion the evidence supports.
- Beside each set of criteria is a checklist of suggested information to send in advance or have available during the Assessors' visit. Other evidence or documentation may also be offered in support of an application for accreditation.
- If insufficient or incomplete documentation is submitted, an accreditation visit may be cancelled.
- The BASC welcomes comments on this checklist from Assessors and institutions as it is reviewed regularly.

#### **5.1 INSTITUTIONAL CONTEXT**

- Information presenting the role and position of the member institution in the broader university context.
- A statement outlining the current position of the member institution including the following:
  - courses
  - any recent/planned developments
  - any particular difficulties overcome or currently faced
  - any outstanding achievements
  - an account of any reasoned departure (if any) from the Criteria.
- A diagram showing the management structure of the member institution with names of post holders.
- Information on and evidence of contact with other departments.
- Any general brochures or prospectuses of the university that include information relating to the member institution. Website urls may be included in the advance documentation.
- Publicity (brochures, leaflets) for the member institution and the courses subject to accreditation.
- Student handbook with general information about living, working and studying in the institution.
- A map of the premises, indicating offices, classrooms and resource areas for the relevant courses.
- Information on access to the premises, public transport and car parking facilities.
- Information on library and computer availability and access for students.

- Policy statement about the use of TEAP Competencies by the Unit.
- Statement and documentation on any staff development policy including, for example, information about staff development sessions, support for staff members to attend professional conferences and/or courses and a record of attendance of recent years.

## 5.2 COURSE MANAGEMENT

- Job descriptions of relevant staff with information about positions of responsibility, allocations of administrative duties e.g.
  - staff recruitment
  - course planning
  - timetabling
  - provision of materials
  - provision and administration of assessment
  - resources (including staff and student access to these)
  - allocation of classrooms
  - student recruitment
  - student allocation to classes
  - social events
  - student welfare.
- Course and student profiles (see Appendix 3).
- Timetables for the course showing tutors' names, group, class and room numbers (to aid Assessors in planning an observation timetable).
- Information on number of teachers per group/class and Course Director's contact with students.
- Class lists for each component with student names, nationalities, gender, future course, proficiency level and number of teachers.
- Attendance records.
- Staff Handbook.
- Teaching observation records.
- Information on evaluation procedures e.g. on-going, midcourse, end of course and post-course, samples of any questionnaires used.
- Staff observation records, minutes of staff meetings.
- Course reports and summaries of previous course evaluation exercises.
- Any relevant audit or quality assurance reports from internal or external bodies.
- Statement of University pay scales and conditions of employment.
- Employment documentation job specification and samples of contracts for full-time and part-time academic and non academic staff.

### **5.3 COURSE DESIGN**

- Statement of principles of course design.
- Student and staff handbooks.
- Description for students and teachers of components, aims and objectives of the course.
- Component syllabuses/outline plans for the teachers.
- An overview timetable with named components to reflect the overall balance and progression of the syllabus.
- Information on materials identified and available for each named course component.
- Information on the introduction to the use of the library and computers.
- Statement of any research and development policy practised by the member institution including, for example, time allowed for individual research and preparation, any materials or test development related to the courses applying for accreditation, any study leave allowance, or relevant research conducted in the department.

### **5.4 TEACHING AND LEARNING**

- An accurate and up-to-date CV for each member of academic staff, giving
  - qualifications
  - relevant experience
  - photocopies of certificates degrees.
- Each CV should include the date the teacher took up the present post.
- Staffing profile (see Appendix 4).
- Teacher Induction Programme.
- Preparation for observation of teachers during the accreditation visit
- Lesson plans available for each class taught during the visit.
- Records of teaching plans and materials/handouts used for each component.
- Samples of students' assignments/files.
- Statement of how teaching materials are used, shared and developed by academic staff on the course.
- Information on student access to language laboratory and/or independent learning facilities and copies of any information sheets given to students on the use of such resources.

## **5.5 ASSESSMENT, PROGRESSION AND EVALUATION**

- Information on entrance requirements for course(s) to be accredited.
- Information given to students on placement procedures (including testing) and assessment procedures (including opportunities for resubmitting coursework or re-sitting exams).
- Evidence of discussion of assessment with other departments.
- Account of procedures for ensuring fairness and equivalency of assessment procedures (including assessment criteria given to students and standardisation sessions with staff).
- Evidence of written or oral feedback on performance given to students.
- Account of procedures for record keeping, reporting to sponsors, departments, etc. and sample documents.
- Sample test reports or certificates given to students and receiving departments.
- Information regarding any external examinations for which students are entered.
- Statements about help students receive with police registration, visa renewal and registration for degrees.
- Evidence of follow-up exercise on students' progress in consultation with receiving departments.

## APPENDIX 9

### An Example Frame for EAP Teacher Observation and Development (TEAP Competency Framework Informed)

Please note that this is only an example of how the EAP Teacher Competency Framework can be used to inform observation practice. It is not expected that EAP units necessarily make use of this particular form.

Please also note that general ELT-type criteria ('use of the board', 'group management', 'student talking time', etc) are understood to be subsumed under criterion 9. Given the qualifications and experience required of EAP teachers, such classroom skills are assumed until demonstrated to be absent.

Teacher: _____ EAP Course: _____ Date: _____		
Session Focus: _____ Course book/Materials Reference: _____		
Observer: _____		
<b><i>Meeting Learner Needs</i></b>		
<b>Where relevant &amp; appropriate, does the teacher...</b>		<b>Summary Comments</b>
1	<b>communicate effectively</b> with students in an appropriate & <b>culturally aware</b> manner?	
2	recognise <b>individual needs and roles</b> within the class in response to learners' current and long-term academic goals?	
3	create opportunities & stimulus for <b>critical thinking (academic and/or self-reflective)</b> ?	
4	respond flexibly in class, <b>exploiting unplanned (EAP) learning opportunities</b> effectively and appropriately?	
5	<b>foster learner autonomy</b> by promoting (e.g.) student choice, active engagement, reflection and/or learner responsibility?	
6	use <b>assessment and/or learning outcomes</b> to inform teaching & learning?	
<b><i>Implementing the Syllabus</i></b>		
<b>Where relevant &amp; appropriate, does the teacher...</b>		<b>Summary Comments</b>
7	<b>make clear the rationale</b> for the lesson and component tasks, such that students see <b>the relationship to greater course aims, syllabus and assessment</b> ?	
8	<b>select/adapt/create &amp; exploit</b> lesson/learner-appropriate tasks & materials effectively, while <b>preserving the intended skills &amp; focuses</b> of the course <b>syllabus</b> ?	
9	...employ a <b>classroom approach</b> and <b>teaching methods</b> appropriate to lesson aims, learner needs and the EAP context?	

<b><i>Integrating Academic Discourse</i></b>		
<b><i>Where relevant &amp; appropriate, does the teacher...</i></b>		<b><i>Summary Comments</i></b>
<b>10</b>	<i>help develop learners' <b>processing and production</b> of (academic/discipline-appropriate) spoken and written texts?</i>	
<b>11</b>	<i>take a <b>discourse approach</b> to skills/ language, showing how elements within a text relate to the whole and to context in terms of function and/or rhetorical purpose?</i>	
<b>12</b>	<i>integrate and recycle <b>academic language input</b> and/or <b>analytic feedback</b> that promotes accurate and genre-appropriate student production?</i>	
<b><i>Linking Learning to Academic Contexts &amp; Practices</i></b>		
<b><i>Where relevant &amp; appropriate, does the teacher...</i></b>		<b><i>Summary Comments</i></b>
<b>13</b>	<i>relate lesson aims/objectives, language, skills, content and processes to the <b>academic practices and conventions of the university context?</b><sup>2</sup></i>	
<b><i>Summary of Post-Lesson Discussion</i></b>		
<b><i>Teacher Reflections on the Lesson / Feed-Forward to Future Personal Practice</i></b>		

<sup>2</sup> This criterion may be considered the principal lens through which all others can also be viewed. It is this awareness of The Academy that needs to inform the way learners and teachers engage with EAP concepts, academic literacy skills and language on a pre-sessional programme of study.