

Preparing for accreditation and beyond

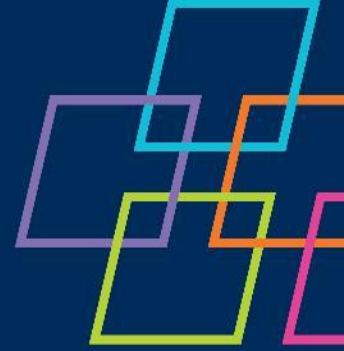
Lisa Hanson

***BALEAP Accreditation Scheme Event
May 2021***

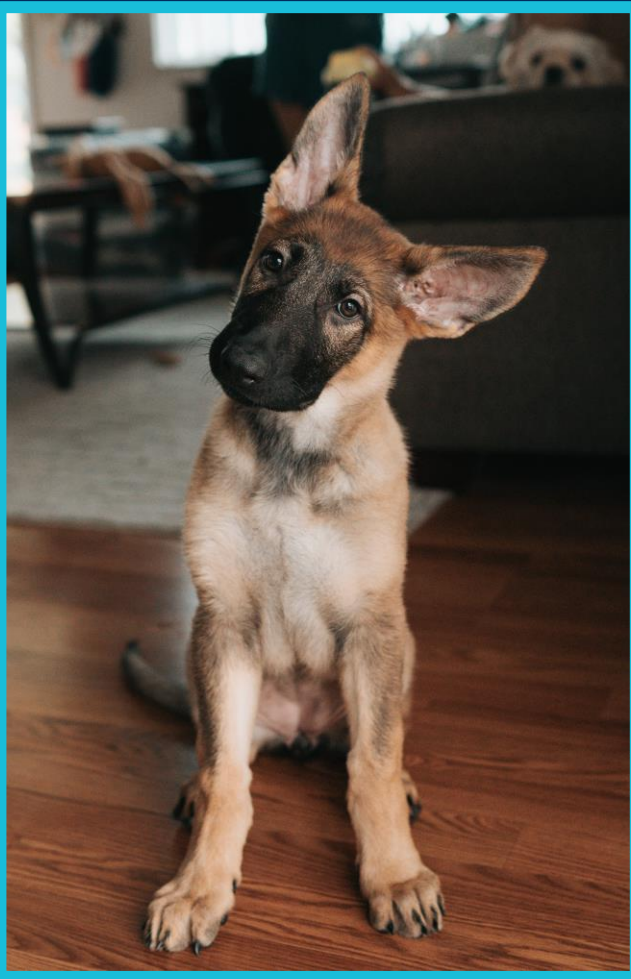
<https://www.bristol.ac.uk/academic-language/>



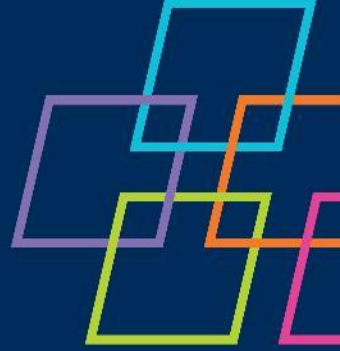
Process



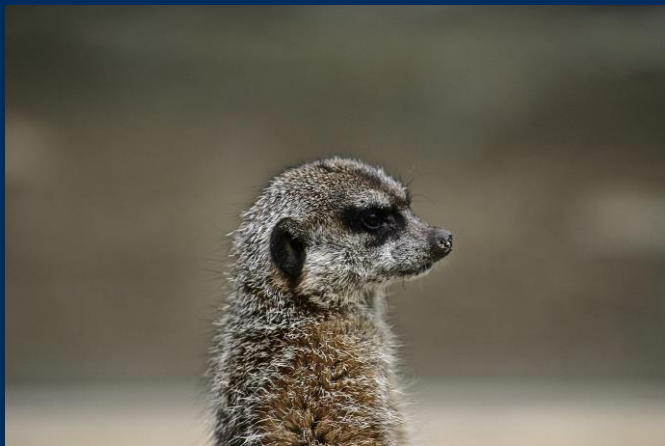
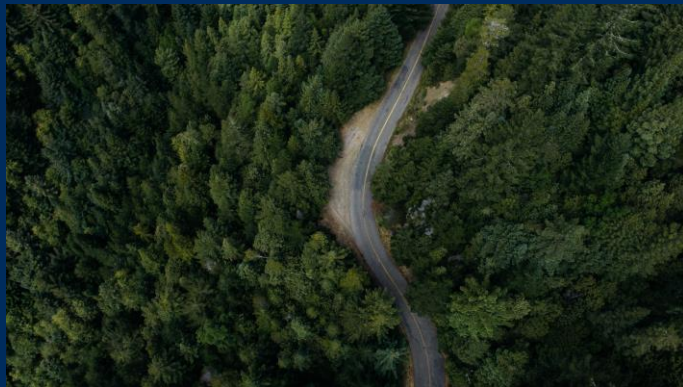
Process



Process



Process



Outline

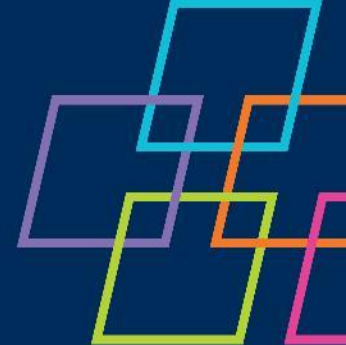
Initial challenges &
questions

Benefits

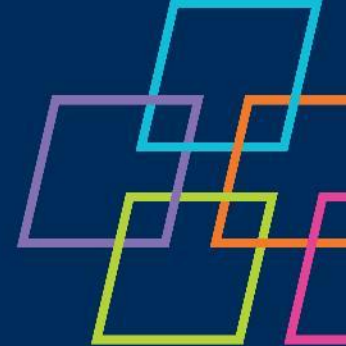
Drafting Process

Future uses

In the spirit of our Centre's vision and 6 principles, I will share our approach to producing the key piece of evidence which provides a contextual narrative of the Centre's background and development and key theoretical underpinnings. I will outline the challenges and questions we had during the process and how we were able to involve the whole Centre in this task as a reflexive developmental opportunity. I will also present planned future uses of the product of this process beyond preparation for the accreditation itself.



Challenges & Initial Questions



Timing in the revised BAS process

How is it linked to the visit & documentation provided?

Compare & Contrast old & new BAS criteria & processes

Should we put in links to other things in narrative?
Like a RAPP?

When do we need to write the narrative – what's the deadline? (before visit but how much before?)

Context wider than PS

What's the structure of the narrative? Can we choose?

Template

Balance between Centre vs programme specific detail in narrative?

How do we evidence the criteria – is this done in the narrative? Is it only in the narrative?

Benefits of the document

Chance to outline context

For us: allows us to provide a rationale for certain elements that may be different to others expectations or contexts

Opportunity to request support

For us: not so relevant this time around as we are not planning major changes

Reflective process/tool

For us: Good prompt and reminder of things that are in various separate documents

Reinforces common understanding and buy in of underlying principles

For you: How can you ensure common understanding & buy in of underlining principles if you don't already have this in place?

Our approach to writing it – the content

Our principles

The Centre away days 2014-2016 looked at the Centre's beliefs. The outcomes of these consultations were encapsulated in 6 principles to guide the way we, as a centre, work with each other and with our students. These principles are highlighted during recruitment and induction processes, so that all those who work in the Centre can incorporate them into their practice.

Development

This principle is at the core of all the Centre does. We commit to looking for the potential in everyone, both staff and student, and helping them to develop in line with their aspirations. We recognise that development takes time and resource, so we commit to providing both on an equitable basis wherever possible.

Collaboration

In 2017, the Centre ran an international conference entitled 'Addressing the state of the union: working together + learning together', which looked at learning through social interaction at many levels. We learn so much more as an individual by working with others who may have a slightly different perspective on the task at hand. This principle also encompasses the idea of citizenship and collegiality and is encouraged both within and across teams in the Centre. In the classroom and with other parts of the University.

Reflexivity

Reflexivity is inextricably linked to development, which arguably cannot happen without it. It is also inextricably linked to beliefs. By considering how our beliefs impacted on, or were impacted by, a certain situation, we turn reflection into reflection. It's the 'why' question that is key to learning from experience. We also need the 'so what?' question to ensure that our reflection has an impact on our practice.

Autonomy

The Centre has a governing framework within which autonomy is encouraged. We are creative individuals, not robots. It is through appropriate evidenced-based challenge to the status quo that the Centre will continue to develop as a learning community. However, autonomy does not equal independence. We do depend on each other for things to run smoothly. Our governing framework of principles, policies and procedures need to be followed to allow our community to function effectively and in line with the wider University. We may need to agree to work within the governing framework in differing ways in order to meet the needs of a particular audience or purpose.

Transparency

Transparency is about sharing the rationale for our practice. Having to articulate the rationale to others will help us clarify it for ourselves. Understanding why we and others are behaving in certain ways will encourage healthy debate and a broadening of perspectives.

Transferability

The above principles, when enacted, should enable us all to grow as individuals and professionals. Inevitably, this growth will move us on to new contexts. It is hoped that we will all transfer our learning from one situation to others that we may encounter. Likewise, the principles themselves may become a part of who we are as professionals and travel with us to new contexts.

2020-21

In 2020-21 we renew our focus on the Centre's principles to explore how we all understand and apply them in our work with students and colleagues. Putting these principles into practice is now one element of our vision statement (born in 2019). We have more than doubled in size since 2014 and it is important to constantly review the validity of these six principles and ensure that we are ready to add a seventh when necessary!

Over on the CPD site...



Principles into Practice

Maïne Gilbey
Director, Centre for Academic Language and Development

The Centre away days 2014-2016 looked at the Centre's beliefs. The outcomes of these consultations were encapsulated in 6 principles to guide the way we, as a centre, work with each other and with our students. These principles are highlighted during recruitment and induction processes, so that all those who work in the Centre can incorporate them into their practice. In November 2020 we evaluated how well we were doing on putting these principles into practice and chose collaboration as our focus for the year. You can see a report [here](#). In the first half of 2021 we are undertaking a collaborative review of our understanding and application of each of these principles in turn. Watch this space!



Collaboration



Reflexivity



Autonomy



Development



Transparency



Transferability

Staff Handbook



Centre Vision & Principles



Centre Organisation

Our approach to writing it – the content

Our principles

Our Vision

Vision and Principles



Maxine Gillway
Director, Centre for Academic Language and Development

Our vision

To be a cutting-edge Centre that works with all individuals to develop their communication in academic contexts.

- Developing and sharing expertise
- Transforming individuals
- Communicating across boundaries
- Informing research and research-informed
- Putting our principles into practice

Our approach to writing it – the content

Our principles

Our Vision


Our underpinning theories

Research-informed


University of
Sheffield Centre for Academic Language and Development

There is nothing so practical as a good theory (Lewin, 1951, p. 189)


Refresh your knowledge or deepen your understanding of some of the key theories we love by engaging in some reading and asynchronous conversations with colleagues. These theories are so interconnected that it is difficult to know exactly how to classify some of the concepts and articles included. You might like to think about where you would have included them. These theories are here not to dictate practice, but to explain, interrogate and transform it.



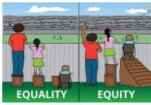
Diverse students learning




Be prepared to make for a partner with an audience




People sitting on a bench, looking at each other




EQUALITY




EQUITY




Collaborative education




Equality




Equity




Collaborative education



Equality



Equity



Collaborative education

Materials Development

University of
Sheffield Centre for Academic Language and Development

Materials development is at the heart of what we do at the Centre. We develop bespoke specific material at a range of different levels (University programme or provision, unit, course, discipline) Our aim is to develop all teaching staff at the Centre in materials writing and to create a community of practice in which all can contribute to the development of this in others and in the Centre's practice. Some might have this as a particular task as part of their role within the Centre and will be required to engage in this at set points in the year. However, we also encourage everyone to engage in this area at their own pace to develop their own practices in this area.

This area in the CPD site aims to be a **training ground** for those new to materials writing at the Centre, a **refresh** for those who have engaged with Centre materials writing projects before, and most importantly a central place where **collaboration** can take place - ideas and inspiring examples shared, suggestions raised, and questions asked and answered by the Centre community.

In the spirit of our principles, we are transparently sharing the 'criteria' for materials in the Centre, we will work together to unpack this criteria, before presenting it in a repackaged form to use in both the writing and feedback process.

So what are our materials based on? See below for the key areas that are the cornerstones of any material at the Centre.

What underpins our material and what does this mean in practice?

Centre Principles	Underpinning Theories	Our Favourite Phrases
Development This is the goal of all material and activities within a session. All tasks should be developmental - no activity for the sake of an activity. And in a practical sense, all activities should build on each other and move development (learning) forward.	Social Constructivism Materials should encourage student to student interaction and value the student contribution as much as the teacher's.	Tools not rules This is our terminology for 'templates' and links to tools not rules, and what is mentioned above.
Reflexivity Materials should encourage and equip students to take actions and make decisions on their development.	Differentiation Materials for a programme should allow room for teacher autonomy to fit materials of the page to suit a particular group. Materials should also include opportunities for meeting and scaffolding individuals within a class and student choice of pathway through the activities.	Samples not models This is our terminology for 'templates' and links to tools not rules, and what is mentioned above.
Collaboration This draws on the idea of socio-constructivism. Students use each other as a resource. Create activities and materials which encourage co-creation of knowledge and even of tasks.	Active authentic learning Materials should be student-centred and move students and teachers from a focus on teaching to a focus on learning. Materials should include real world applications of knowledge.	Meddler in the middle (In Sage on the Stage or Guide on the Side) This is linked to Social Constructivism, tools not rules, and active authentic learning.
Autonomy Build in student control into the activities and differentiation options. Give students choices in how to approach or complete a task. Give students opportunities for self-directed learning.	Systemic-Functional Linguistics (SFL) Materials should focus on choice of language organisation and content for audience and purpose. This means focusing on effectiveness and efficiency, and the impact of the writer's choice on the reader rather than right or wrong answers.	Classroom assessment techniques are ways of knowing and showing that learning is happening. It is grounded in differentiation and active learning.
Transferability Equip students to relate the learning and activities to relevant and important outcomes. Consider near and far transferability.	Levitational Code Theory (LCT) Drawing on the concept of semantic waves, materials should link theory and practice in waves within a session and across sessions. Waves should be connected to unpack, apply and repeat knowledge. Drawing on specification code, make the key knowledge is constructed within your discipline transparent in materials.	Focus on process This is grounded in social constructivism, self-regulated learning, reflexivity, and tools not rules.
Transparency Ensure students (A teachers tool have a clear understanding of why they are doing what they are doing.	Self-regulated learning Materials should enable internal/feedback conversations to happen so students can reflect, make decisions, and take action on their progress, goals, and development.	Lifting off the page This is grounded in differentiation.

What underpins our material and what does this mean in practice?

Centre Principles

Development
This is the goal of all material and activities within a session. All tasks should be developmental - no activity for the sake of an activity. And in a practical sense, all activities should build on each other and move development (learning) forward.

Reflexivity

Materials should encourage and equip students to take actions and make decisions on their development.

Collaboration

This draws on the idea of socio-constructivism. Students use each other as a resource. Create activities and materials which encourage co-creation of knowledge and even of tasks.

Autonomy

Build in student control into the activities and differentiation options. Give students choices in how to approach or complete a task. Give students opportunities for self-directed learning.

Transferability

Equip students to relate the learning and activities to relevant and important outcomes. Consider near and far transferability.

Transparency

Ensure students (A teachers tool have a clear understanding of why they are doing what they are doing.

Underpinning Theories

Social Constructivism
Materials should encourage student to student interaction and value the student contribution as much as the teacher's.

Differentiation

Materials for a programme should allow room for teacher autonomy to fit materials of the page to suit a particular group. Materials should also include opportunities for meeting and scaffolding individuals within a class and student choice of pathway through the activities.

Active authentic learning

Materials should be student-centred and move students and teachers from a focus on teaching to a focus on learning. Materials should include real world applications of knowledge.

Systemic-Functional Linguistics (SFL)

Materials should focus on choice of language organisation and content for audience and purpose. This means focusing on effectiveness and efficiency, and the impact of the writer's choice on the reader rather than right or wrong answers.

Levitational Code Theory (LCT)

Drawing on the concept of semantic waves, materials should link theory and practice in waves within a session and across sessions. Waves should be connected to unpack, apply and repeat knowledge. Drawing on specification code, make the key knowledge is constructed within your discipline transparent in materials.

Self-regulated learning

Materials should enable internal/feedback conversations to happen so students can reflect, make decisions, and take action on their progress, goals, and development.

Sense

Materials should encourage students to be genre detectives and explore choices the writer has made to communicate meaning in a context.

Our Favourite Phrases

Tools not rules

This is our terminology for 'templates' and links to tools not rules, and what is mentioned above.

Samples not models

This is our terminology for 'templates' and links to tools not rules, and what is mentioned above.

Meddler in the middle (In Sage on the Stage or Guide on the Side)

This is linked to Social Constructivism, tools not rules, and active authentic learning.

Classroom assessment techniques

are ways of knowing and showing that learning is happening. It is grounded in differentiation and active learning.

Focus on process

This is grounded in social constructivism, self-regulated learning, reflexivity, and tools not rules.

Lifting off the page

This is grounded in differentiation.

So what does this mean?

We have designed a template for you to use when writing, providing feedback on, and evaluating material. This template is based on the above principles and theories. Can you identify the links?

Our approach to writing it – the content

Our principles

Our EAP (Educational Action Plan)

2. PRIORITY AREAS

Ref.	Issue Area	Priority Area <i>Free text - please ensure priority areas are linked to actions in table -2 below.</i>	Why is this important? <i>Free text - please elaborate by explaining the headline areas from the TEF, Education Strategy or Student Experience that you are seeking to maintain or improve</i>	Department (if applicable) or Whole School	Level of study the action relates to	Date this row of the table was last updated
1	Assessment	To develop a plan for greater programme level assessment on the International Foundation	This links to the Education Strategy Action 2.3. This will improve the coherence of the assessment experience of students and ensure an even spread of the assessment load for both students and staff. This will also help ensure the Centre keeps its high student satisfaction with assessment and feedback as evidenced in the YBS 2020 results.		UG	29.9.20
2	Feedback	To develop student and teacher feedback literacy and evaluate use of dialogic feedback as part of assessment for learning across programmes	This also links to the Education Strategy Action 2.3. We have worked on feedback as a Centre but as the Centre has expanded considerably from 2019 there is a need to ensure new staff are aware of the Centre's pedagogical approach around assessment for learning. This will also help ensure the Centre keeps its high student satisfaction with assessment and feedback as evidenced in the YBS 2020 results.	Whole School	ALL	29.9.20
3	Teaching	Enable greater transferability of Centre material writing principles (both online and on campus) across and within programmes	over the past 3-4 years but as the Centre has expanded considerably from 2019 there is a need to ensure new staff are aware of the Centre's pedagogical approach around materials writing for both on campus but also on line delivery. The focus will also be evaluating and further developing on line materials that were written by the same team for all the Centre's provision (Pre-sessional, International Foundation Programme, Academic Language and Literacy) under considerable pressure and resource constraints (time & people) over a busy post Easter	Whole School	ALL	29.9.20

3. ACTIONS

	Issue Area	Level of Study	Department or Whole School	ACTION				Progress Free text - please describe current progress on this action	Status In progress or Complete?	Date this row of the table was last updated
Ref.				Specific Action What do you want to do and how will you do it?	How will this be measured? How will you know when this is accomplished?	Relevance: Does this link to a Priority Area (please specify) or other QA mechanism e.g. External Examiner/NSQ?	Target date for completion. When will it be completed? How long will it take to achieve?			
1	Assessment	UG	IFP	Evaluate recent changes in the assessment on the IFP and develop a plan to move further toward Programme level assessment	A plan for programme level assessment will have been drafted. Training and development of IFP Coordinators and Subject Leads will enable greater understanding of and engagement with the programme level assessment plan	This is linked to priority area 1	Aug-21	Assessment Coordinator in place for start of the academic year. The plan for programme level assessment for the IFP will be informed by the outcome of a 3-phase case study. The first phase is an audit of	In Progress	7.12.2020
2	Feedback	ALL	Whole School	Plan and implement a feedback literacy programme (including training & evaluation) across the Centre	student satisfaction in unit feedback and evaluation of feedback produced according to Centre criteria and increased teacher confidence in meeting Centre expectations on feedback literacy	This is linked to priority area 2	Aug-21	A feedback literacy programme can be partly informed by the IFP assessment case study and recent literature on feedback literacy. It might be possible to use some of	In Progress	7.12.2020
3	Teaching	ALL	Whole	Plan and implement a materials development	student satisfaction in unit feedback	Links to priority area 3	Jun-21	TEL Subject Lead appointed late November		

Our approach to writing it – the content



Our principles

Our EAP (Educational Action Plan)

Our IPP (Integrated Planning Process)

Our Covid Response

Key & Guidance:

- Blue guidance text provides a prompt as to the kinds of information we require under each heading. Note that it is NOT necessary to complete every section in full or to include all information. We want you to include those issues which are particularly pertinent to the Centre, under each main heading. Delete the blue text once complete.
- Please use concise language and keep text to a minimum – we do not expect more than 1 page per theme.
- What is important, however, is that you ensure plans and priorities are aligned to [Phase 1 of the Strategy](#), including the cross-cutting themes of internationalisation, Sustainability and EDI and reflect the key plans of it for the future as articulated in the appropriate objectives within the Strategy (see guidance under each of the sections below for more detail on this).
- It is also important to follow the broad guidance outlined in the [Planning framework](#).
- Black text (in the sections below) is information pulled from the previous year's [Thumbnail](#). Please use as required and feel free to delete as necessary. Highlight any significant changes to last year's thumbnail by using red text.

1. Vision for the Centre 2020/21 – 2024/25 Please set out your broad strategic aims for the centre, ensuring alignment with [Phase 1 of the Strategy](#).

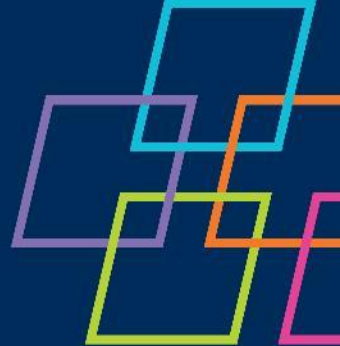
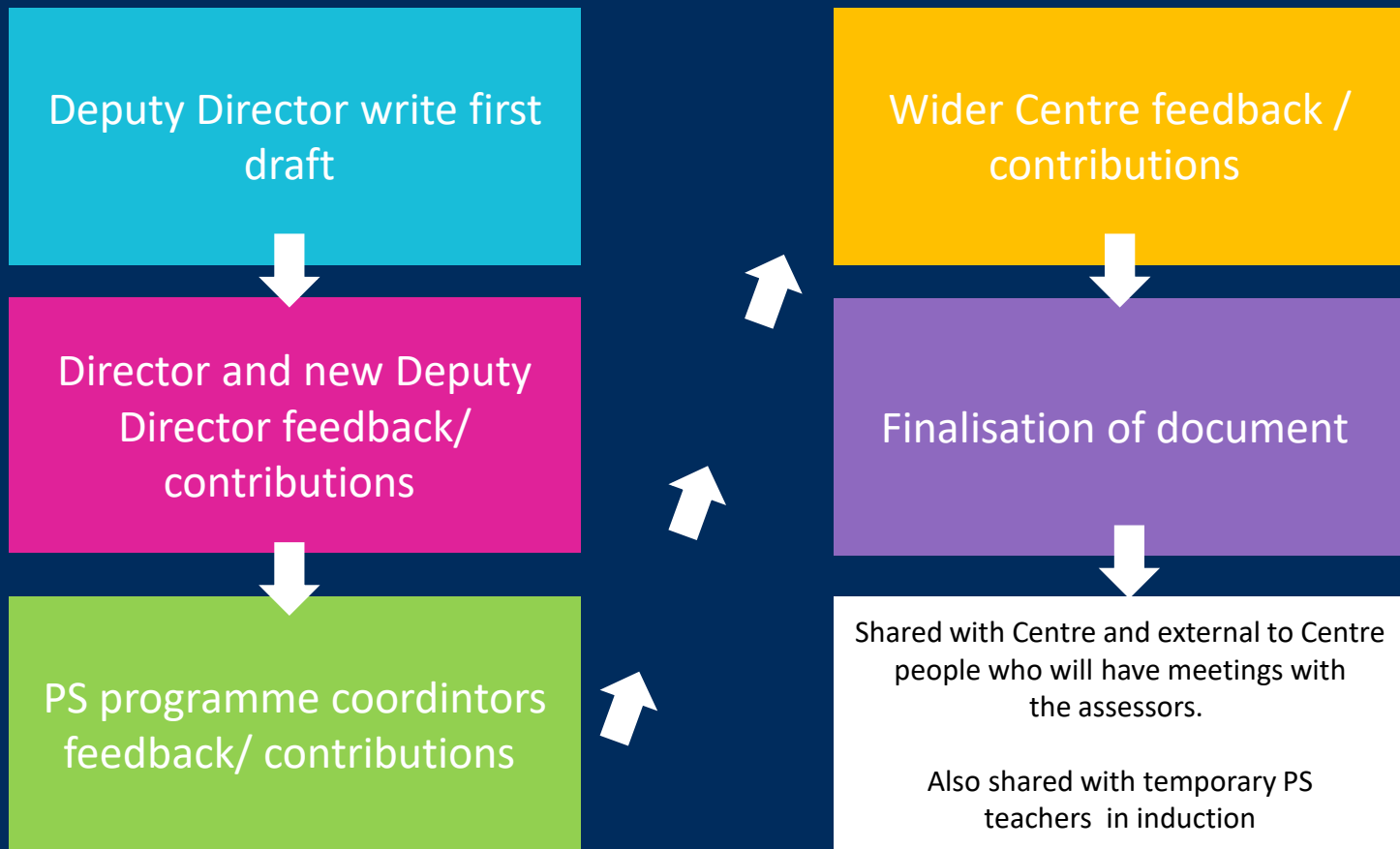
The Centre's vision:
To be a cutting-edge Centre that works with all individuals to develop their communication in academic contexts

- Developing and sharing expertise
- Transforming individuals
- Communicating across boundaries
- Informing research and research-informed
- Putting our principles into practice

Over the next 5 years

- The Centre will be significantly larger in line with the University's comprehensive internationalisation strategy providing academic development opportunities to all international students throughout their time at the university (both pre-and post-enrolment)
- The Centre will maintain an appropriate staff:student ratio, with staff working in line with the Centre's principles and feeling valued with an appropriate workload that enables a healthy work-life balance and opportunities for further professional development.
- The International Foundation Programme will continue to grow (both in terms of student numbers and diversity) and will become more coherent at programme level with all units delivered in the Centre.
- The Academic Language and Literacy provision will expand to include opportunities for all students (home and international) at all levels at the University to develop and achieve their full potential at Bristol and beyond.
- The Centre will reach a wider student audience through digital resources to complement existing face to face provision and to enrich the student experience.
- The Centre will have a wider academic focus enabling us to share our expertise in teaching and learning, assessment literacy, and international education, working with colleagues across the University to deepen the integration of home and international students for a truly internationalised campus.
- The Centre will be in the optimum position to deliver a premium product in all strands of its provision that fits within a coherent institutional level educational offering.

Our approach to writing it – the process



Beyond accreditation

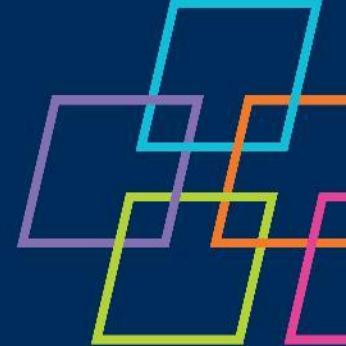
Use as part of induction (DD, CC, Tutors, temporary teachers)

Yearly reflection when writing programme report

Adapt and share with wider uni contacts to improve understanding of what we do on the PS

....?

Thoughts in the chatbox



Questions?

