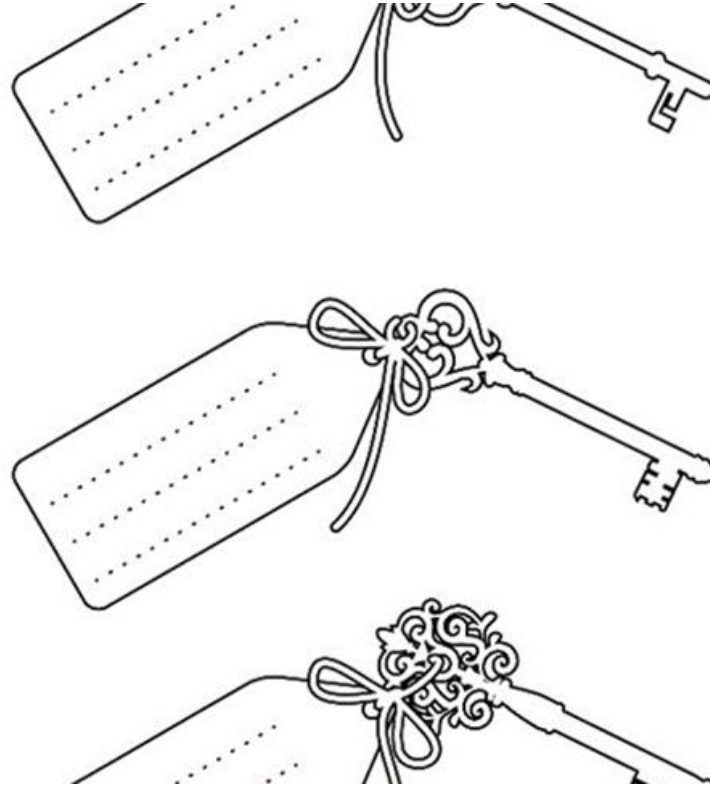




The global forum for
EAP professionals

Constructive (re)alignment: Working with the BAS criteria

Lia Blaj-Ward
(BAS Chair 2022-2025)
13 May 2023



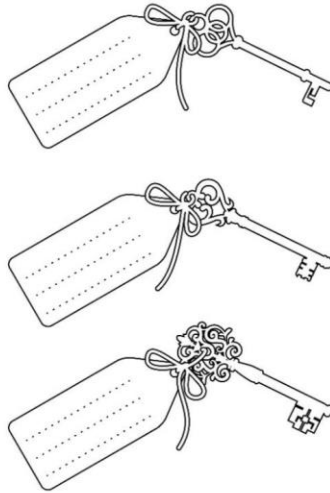
Welcome to BAS

& thank you to Helen McAllister for hosting the event



The Global Forum for EAP Professionals

BALEAP Accreditation Scheme (BAS) Handbook



contextualisation + constructive alignment + collaboration

Constructive alignment

The 2022 version of the accreditation handbook foregrounds our three core principles:

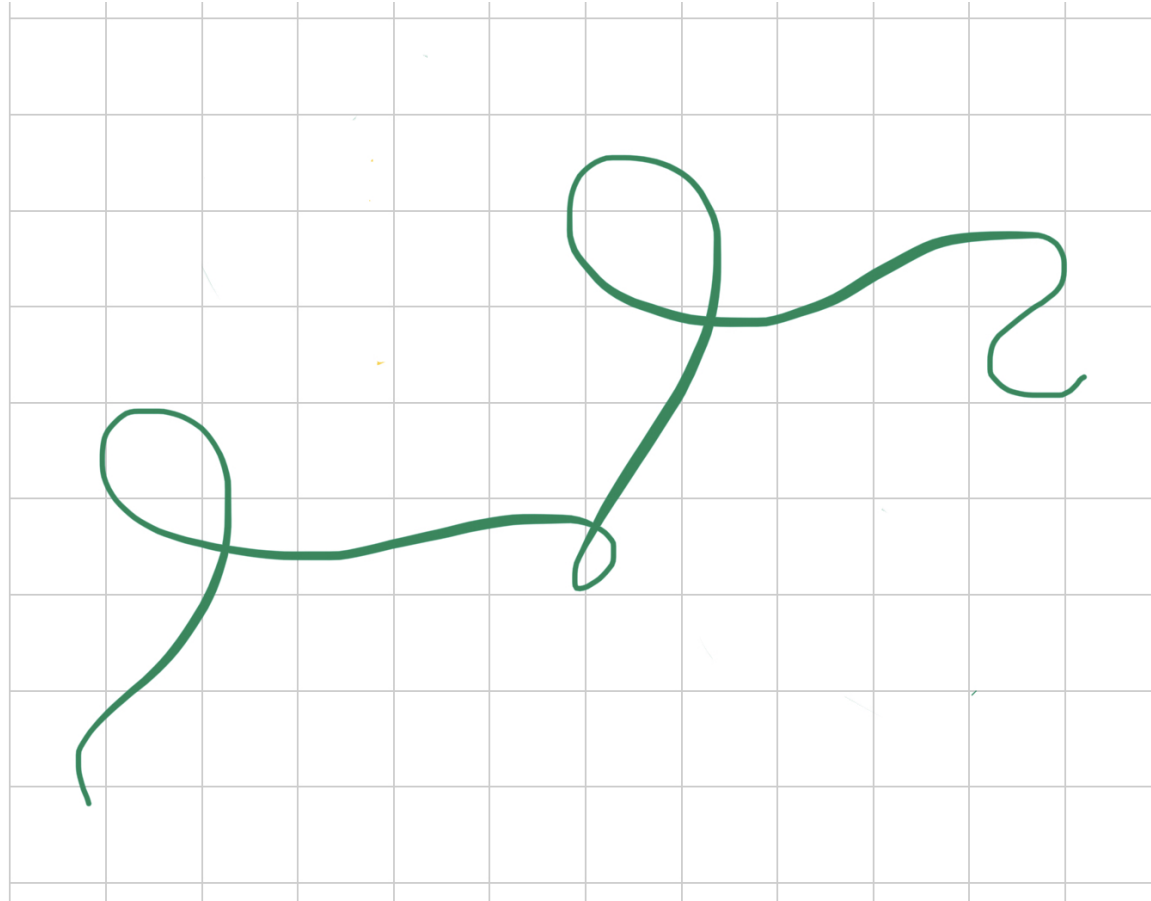
- contextualisation
- constructive alignment
- collaboration

(always there but now on the cover!)

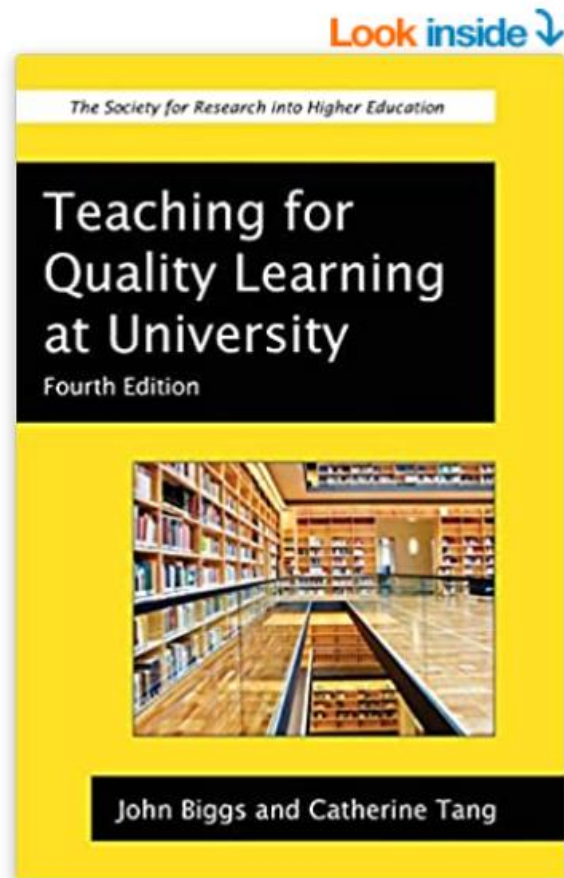
What do we mean by constructive alignment in BAS?

- We want to make the criteria (and underpinning principles) as transparent as possible...
- ...so we are sharing our understanding and we are appreciating that we need to be inclusive of a variety of different perspectives.
- We start with Biggs & Tang's (2011) definition and take on board the various critiques levelled at B&T (see Olwyn Alexander's blog <https://eap-essentials.com/2023/04/21/constructive-alignment-for-quality-enhancement/>)...
- ...and we seek to understand how each EAP context we visit has made constructive alignment work for them.

Constructive alignment journeys



My journey: planned & incidental



- Encountered Biggs & Tang on PgCertHE 2011-2012 (found reassurance in the phrase ‘incidental learning outcomes’)
- Searched for the best place to insert in-session provision within UG and PG courses, so that it would be fully aligned
- Learnt over the years that I should strive for good alignment but leave enough space for the incidental as well.

(fifth edition recently published! 😊)

What assessors look for with regard to alignment

Evidence of thoughtful **planning** to

- align EAP provision to learner needs (broadly interpreted)
- align outcomes, activities and assessment
- align provision to high quality scholarship / research in EAP
- align professional development of the team to the EAP provision
- align EAP provision to EAP centre and institutional priorities and processes (including quality assurance mechanisms)
- enable sustainable, ongoing realignment.

Provision which follows the spirit of the plan, while allowing space for valuable incidental learning in response to emerging needs.

Handing over to...

- Two guest speakers, Katrien Deroey and Bongsi Bangeni, who will talk about constructive alignment in their contexts (University of Luxembourg and University of Cape Town respectively)
- Two assessor colleagues, Helen McAllister (UAL) and Jeni Driscoll (University of Liverpool), who are actively engaged with the only two in-session courses that have BALEAP accreditation, and will be presenting alongside Jon Randall and Guy Barton from UAL.