



The global forum for
EAP professionals

Constructive (re)alignment and creative (mis)alignment:

Working with the BALEAP accreditation
scheme criteria

13th May 2023



The global forum for
EAP professionals

In-sessional alignment to institutional and pedagogic priorities:

Common questions plus sharing of institutional examples and challenges

Helen McAllister – University of the Arts London

Jeni Driscoll – University of Liverpool

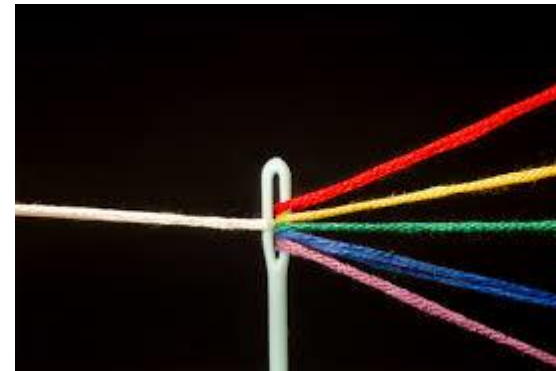
Jon Randal - University of the Arts London

Guy Barton - University of the Arts London

Questions about In-sessional EAP

BALEAP mailing list discussions initiated:

- 2017 – Neil Robbie, SOAS University of London
- 2020 - Sue Birch, Leeds Beckett University
- 2022 – Alison McBoyle, Aberdeen University
- 2023 – Jessica Cooper, Kings College London



Common questions ¹



BALEAP mailing list discussions initiated and summarised:

2017 – Neil Robbie, SOAS University of London

- Does your institution offer In-session support for native speakers alongside international non-native speaker students?
- If yes, is it credit-bearing?
- If yes, is it free of extra charge?
- If yes, is it streamed so that native speakers are taught separately from non-native speakers?

Common questions ₂



BALEAP mailing list discussions initiated:

2020 - Sue Birch, Leeds Beckett University

- Does your institution offer in-sessional support? Could you name your university/institution.
- If so, is it offered to both international students and home students or just international/EU students? By 'home' I'm referring to those students who have been through a British secondary school system.
- Is your in-sessional support a module embedded in courses (and even award-bearing), or optional, drop in type sessions?
- Do you offer individual as well as group support?
- Do you offer support at all levels, UG, PG and research students?
- Have you carried out any research to evidence how this helps students' progression/attrition?

Common questions ^{3a}

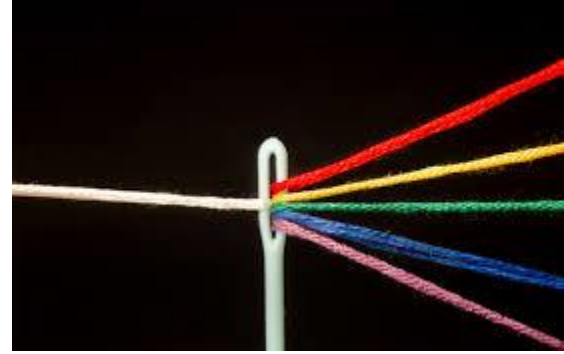


BALEAP mailing list discussions initiated and summarised:

2022 – Alison McBoyle, Aberdeen University

- Has the embedded provision been supported institutionally?
- If yes, what kind of support & from where? For example, lecturer, head of school, directors of teaching & learning, senior management...
- What impact has this support/lack of support had on embedded in session provision? For example, attendance, ability to 'recruit' students, level of encouragement given to students from subject tutors, extent of follow up by departments...
- How is the provision integrated in a subject course? For example: a regular slot in their degree timetable, at specific times (eg leading up to an assignment)...
- Is it compulsory?
- Is it credit bearing?

Common questions ^{3b}

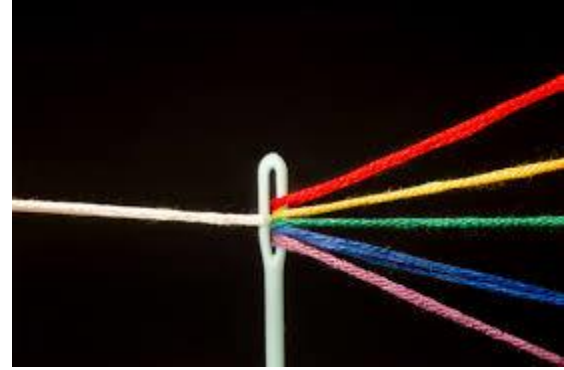


BALEAP mailing list discussions initiated and summarised:

2022 – Alison McBoyle, Aberdeen University

- If yes, how many credits and how is it labelled? For example, English for Academic Purposes, English Writing Skills, English communication skills, English for Business...
- How is it financed? For example: top slicing from the Department/Institution, charging the Department, percentage of staffing costs, funded by pre-session fees...
- What is the tutor's 'position' & level of involvement? For example, are they seconded to a department, are they involved in subject departmental meetings, do they attend subject lectures, ad hoc liaison with a lecturer...
- Has there been any issues around tutor's possible lack of academic discipline knowledge?
- Do you track participants progress on their academic studies? For example: performance on assignments, feedback from academics, feedback from students...

Common questions 4



BALEAP mailing list discussions initiated:

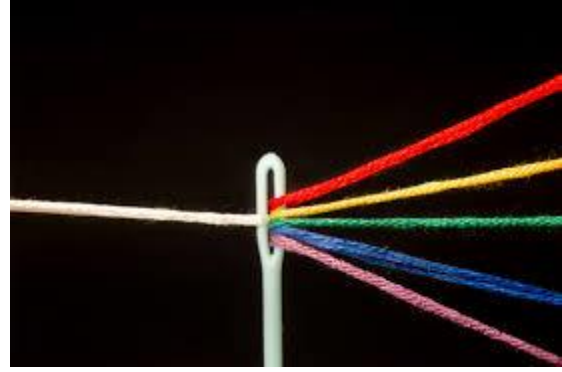
2023 – Jessica Cooper, Kings College London

- Does the department you work in offer ‘Insessional support’?
- What name is used to describe the support that is offered by your department e.g. Insessional, Academic Communication Skills, Academic Literacy Support?
- Is the support offered to international students only?
- Which set of students is the support offered to? UG/PGT/PGR
- Do other areas of the institution also offer academic or study skills support?
- If... ‘yes’, who else in the institution offers academic support and who do they offer it to?

Common themes



Common themes



Student profile

Nature and name of provision

Types of delivery

Degree of embeddedness

Tutor position

Tracking and impact

Funding

Common themes → alignment to institutional and pedagogic priorities

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Common themes → alignment to institutional and pedagogic priorities

Student profile ✓

Nature and name of provision ✓

Types of delivery ✓

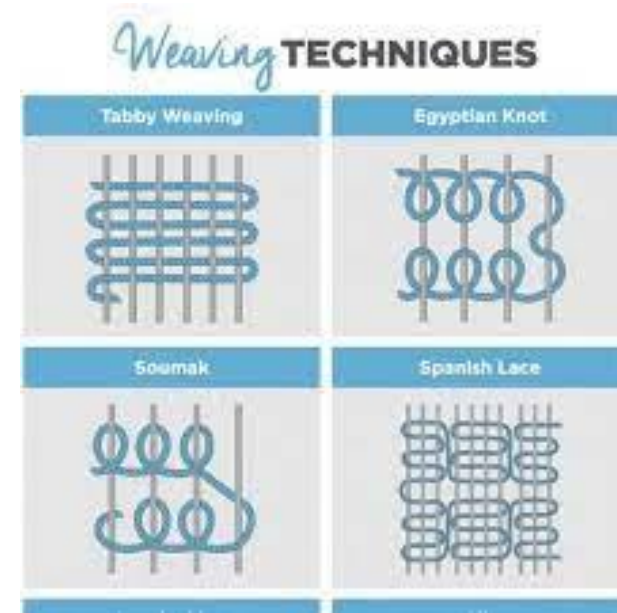
Degree of embeddedness ✓

Tutor position ✓

Tracking and impact ✓

Funding ✓

+ other considerations



Common themes → alignment to institutional and pedagogic priorities

On principles and/or theory as applied to in-sessional EAP:

‘The key message regarding pedagogy, however, is that there is no one key guiding theory. In practice practitioners often pick and choose different aspects of main EAP theories, add some ingredients from what they bring to their practice and adapt to their specific settings and circumstances.’ (Tibbetts and Chapman, 2023, p55)

Common themes → alignment to institutional and pedagogic priorities

On principles and/or theory as applied to in-sessional EAP:

‘The key message regarding pedagogy, however, is that there is no one key guiding theory. In practice practitioners often pick and choose different aspects of main EAP theories, add some ingredients from what they bring to their practice and adapt to their specific settings and circumstances.’ (Tibbetts and Chapman, 2023, p55)



Handing over to...

Jon Randall and Guy Barton
University of the Arts London

Institutional examples and challenges ...

Discussion: Sharing of institutional examples and challenges

Constructive alignment in your context

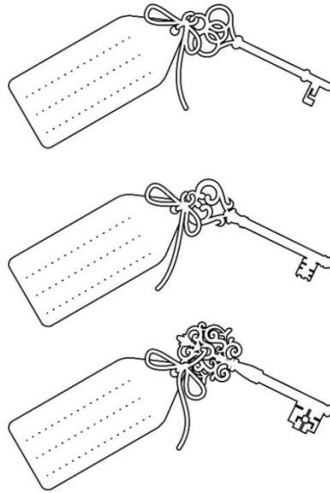
With reference to:

- Any of the questions or themes raised in this session
- Other related questions you would like to discuss



The Global Forum for EAP Professionals

BALEAP Accreditation Scheme (BAS) Handbook



contextualisation + constructive alignment + collaboration

Constructively aligned:

- delivering teaching, learning **activities** and **assessment** that are **aligned** to learning **outcomes** which are **informed** by the **context** that students are in or hoping to progress to and underpinned by **clearly articulated principles and/or theory**

(BAS Handbook, p3)

References

- BALEAP JISCMAIL (2017) *Quick Qs about In-session support for native speakers of English*. For tutors/lecturers in EAP (English for Academic Purposes) BALEAP@JISCMAIL.ac.uk
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<https://www.baleap.org/wp-content/uploads/2022/03/BAS-Accreditation-Hbook-v9x.pdf>
- BALEAP JISCMAIL (2022) *Embedded in-session provision*. For tutors/lecturers in EAP (English for Academic Purposes) BALEAP@JISCMAIL.ac.uk
- BALEAP JISCMAIL (2023) *In-session Project Survey*. For tutors/lecturers in EAP (English for Academic Purposes) BALEAP@JISCMAIL.ac.uk
- Tibbetts, N.A. and Chapman, T. (2023) *A Guide to In-session English for Academic Purposes: Paradigms and practices*. Abingdon, Oxon: Routledge.