

Section 3:

Approaches to in-sessional English for Academic Purposes



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This section outlines good practice in in-sessional provision, highlighting its critical contribution to student success, progression, and retention on degree programmes, and its relevance to the [BCA completion metric](#).

3.1 The benefits of in-sessional provision

Degree-level studies are demanding for all students, but international students often face additional cultural, financial, and social challenges. Even for those with advanced levels of English proficiency, completing academic tasks in an additional language can take more time and effort. Degree programme curricula may not have the space to focus on language exploration or development alongside core content and some academics may not have the expertise to teach communication skills in their field, perhaps making the assumption that these are obvious or already understood (Lea and Street, 1998: 164). As one academic in Health and Wellbeing noted, ***“Our limited time with students focuses on discipline content rather than language skills. Embedding language learning within programmes, designed by language specialists and discipline experts together, seems ideal.”***

In-sessional provision helps address these challenges by offering EAP skills development alongside or embedded within students’ main studies. This provides structured opportunities for students to develop the **academic language and literacy skills** they need to succeed. Depending on the institution, these courses may be for users of English as an additional language or available to all students. By boosting language, communication, and academic skills within students’ **subject areas**, in-sessionals can improve learning, confidence, and participation in academic communities. For these reasons, all students can benefit from the content of in-sessional provisions, including, for example, those identified in Access and Participation Plans. However, they are particularly valued by international students as they foster a sense of belonging, and offer a “safer space” to ask questions and seek help outside regular classes.

In-sessionals should be seen as part of a strategic approach to integration, inclusion, and retention amongst a diverse student body. Commenting on the benefits of collaborative provision, a Film Studies academic explained,

“I have a highly positive experience of bespoke workshops [within collaborative provision focused on dissertation writing] by local EAP contacts. These support all students taking the

course, regardless of native language, and constitute a significant route through which my institution supports students’ wellbeing.”

As a further example, Hulme and Evans (2025), evaluated the impact of embedded, discipline-focused in-sessional provision and found that the courses supported students in forming networks, navigating university systems, and developing academic voice and criticality, with the approachability of EAP practitioners identified as a key factor.

The benefits of in-sessional provision - takeaways

In-sessional provision eases transitions, builds confidence, and fosters a sense of belonging within academic communities.

In-sessional classes can be especially valuable for users of English as an additional language, offering a supportive space to navigate linguistic and cultural challenges in relevant contexts, but can also benefit entire cohorts.

In-sessional provision promotes inclusivity, equality of opportunity, integration, and ultimate student success and completion.

3.2 The in-sessional context

3.2.1 Forms of in-sessional provision

To ensure maximum effectiveness, good practice involves careful consideration of what forms of in-sessional will be most impactful and appropriate for specific higher education contexts. Tibbetts and Chapman (2023) highlight the following key considerations:

- Whether provision is discipline-specific or generic
- If it is integrated into degree programmes or offered as optional
- Whether it targets entire cohorts or just non-native English speakers

Within these core aspects, provision may be in-person or online, noting that it is good practice to offer at least some online support. This improves **accessibility** for students who work, commute, or have caring responsibilities.

The following are common elements of in-sessional provision:

- Subject-specific English language and academic literacy classes
- General academic English classes
- Individual support, e.g. 1-1 opportunities to discuss specific pieces of work
- Self-access resources - exercises and input to be worked on independently

Engagement and impact can be maximised by striking the right balance between classes, one-to-one tutorials, and self-study resources. Regularly collecting data on participation, satisfaction, and outcomes helps ensure the balance is right.

While there is often a focus on writing in in-sessional provision, as this remains the primary assessment mechanism on degree programmes, it is good practice to offer input on other skills, particularly speaking, such as giving presentations or active contribution in seminars. In-sessional provision may also include support with research and **critical thinking** skills.

With increasing attention paid to the role of Generative AI in learning and assessment in higher education, good practice also comprises evolving in-sessional support to respond to this changing landscape. This may include more support with speaking and reflective skills, as well as exam skills, as degree assessments adapt to Generative AI. In-sessionals can also offer input on critical digital literacies, supporting students' ability to critically engage with the outputs of digital technologies, assessing credibility, biases, and ethical implications.

3.2.2 Subject specific or generic in-sessional provision

Good practice for in-sessional provision generally involves tailoring to the needs of particular subject areas to increase awareness of disciplinary English usage, supporting students to develop ‘the ability to communicate competently in an academic discourse community’ (Wingate, 2015: 6). These benefits are well illustrated by this comment from an undergraduate student from Bahrain,

*“Because I’m doing a combined honours degree, each one has a different standard for how their essays want to be written. [I see the benefit of] providing some essay writing courses that people could attend for a few weeks that tell you how to write for a specific course, or a specific **subject area.**”*

Effective discipline-specific in-sessional support is grounded in an understanding of **academic literacies**: the language practices, conventions, and ways of thinking through which different disciplines develop and communicate knowledge. As the student comment above highlights, expectations for communication are not uniform across subjects but vary in often implicit ways. In-sessional provision that makes these unwritten norms visible, enabling students to meet course-specific expectations, and to participate more fully as developing members of their academic communities.

Case Study

For students studying degrees in Fine Art at a medium-sized, humanities-focused institution, in-sessional activities focus on the specific genres of texts they need to produce. These include writing their artist biography, contributing to a curatorial statement, and creating non-linear forms of argumentation and expression. To enable development in these text types, in-sessional materials design is informed not only by expertise in the writing norms among art professionals, but also their knowledge of the practices that give rise to these norms.

Rather than seminars, Fine Art students participate in ‘crits’ where they present their art to peers, to hear different ways it could be interpreted. They are expected to respond to others and must sometimes defend their work. The in-sessional helps students to develop the oral skills to engage in this specialist discourse in a supportive environment.

One further key benefit of discipline-specific provision is that it can be embedded into degree programme learning and assessment schedules, so that support is delivered at key junctures to maximise student engagement, as illustrated in the following case study.

Case Study

An EAP in-session course leader teaches on a provision for students undertaking a master's in Public Health. The provision included two sessions near the beginning of the first semester focused on the specific writing and seminar participation skills required for the Public Health programme, followed by a session focused on dissertation writing at the start of the second semester. Students also had opportunities to submit extracts of their written work for feedback on language.

Although the sessions were embedded in the students' timetables, the EAP practitioner noticed low engagement. Attendance in class was not as expected and very few students were submitting their written work for feedback.

Following discussions with the Public Health programme director and taking into account student feedback, the EAP practitioner redesigned the in-session course. The first two sessions were moved to the middle of the semester when they are most needed for assessments, and the third session was moved to the end of the second semester, when students have more awareness of their challenges with the dissertation.

Attendance and engagement improved as support is now carefully mapped to the students' learning and assessment journeys.

Despite the benefits of a discipline-specific approach, this may not always be appropriate for smaller institutions or in other contexts where sufficient resources are not available for more tailored provision. A more generic approach, where input has no specific disciplinary context, can also support students in navigating the 'rules' of academic language that they can then apply in their own subject areas.

Case Study

In a small institution with a large variety of degree programmes, the EAP department determined that it would not be possible to create specialised EAP in-session provision across all programmes, as the number of students taking up each of the specialised courses would be too low.

Instead, in collaboration with programme directors, a general EAP writing course was designed, based on the broad needs of the students to cover the following areas of academic writing:

- Argument and structure
- Criticality and evidence
- Style and tone

Each of the areas is approached through a cross-disciplinary lens, with students bringing in examples of assessments and writing samples from their disciplines. Through comparing language and communication norms across subject areas, students are able to uncover understanding of what successful communication looks like in their own disciplinary communities.

The in-sessional context - takeaways

Good practice for in-sessional provision can involve tailoring to specific disciplines, helping students develop the necessary academic literacies and communication skills for their fields.

Discipline-specific support can be embedded in degree programs and timed to align with assessment schedules for increased engagement.

While writing is a primary focus, good practice includes support for other skills including speaking, research, and critical thinking.

In-sessional support can be offered in-person or online, with online options enhancing accessibility for students with diverse needs.

In smaller institutions or where resources are limited, a more generic approach can still effectively teach academic language rules applicable across disciplines.

In-sessional support should evolve to address changes in learning and assessment, incorporating skills related to Generative AI and critical digital literacies.

Space, timetabling and mix of provision are significant additional factors in maximising the impact of in-sessional provision.

3.3 Setting up in-sessional provision

Impactful in-sessional provision is underpinned by collaborative practices between EAP and subject academics to understand student needs. Through working together on planning and delivery of in-sessional courses, EAP and subject academics can help to increase the visibility of the role of language for students, supporting engagement and impact (see e.g., Bond, 2020). Some co-teaching by EAP and disciplinary academics is an effective way to highlight this.

Key considerations in setting up in-sessional provision:

Subject area academics need to share examples of student writing and perspectives on disciplinary language use with the in-sessional EAP team.

The in-sessional EAP team may develop course content by:

- attending seminars and lectures to observe student engagement;
- accessing subject area documentation on **virtual learning environments**, including student handbooks, key texts, and assignment briefs;
- gathering relevant information on student cohorts from university systems, surveys, interviews, and course academic teams.

In analysing student needs, the EAP team consider factors such as:

- general student profiles: age range, cultural background, English usage, and academic experience;
- learning preferences;
- current knowledge levels within the main subject area;
- areas identified by students or academic staff for development.

The EAP team maintains an on-going, iterative approach to content development to ensure relevance and effectiveness.

The collaboration described above facilitates identification of the particular needs of the students and the discipline. Such collaboration requires institutional support through structures and clarity of role descriptions.

Setting up in-session provision - takeaways

Institutional support for collaboration between in-session EAP and subject area academics drives the most impactful provision.

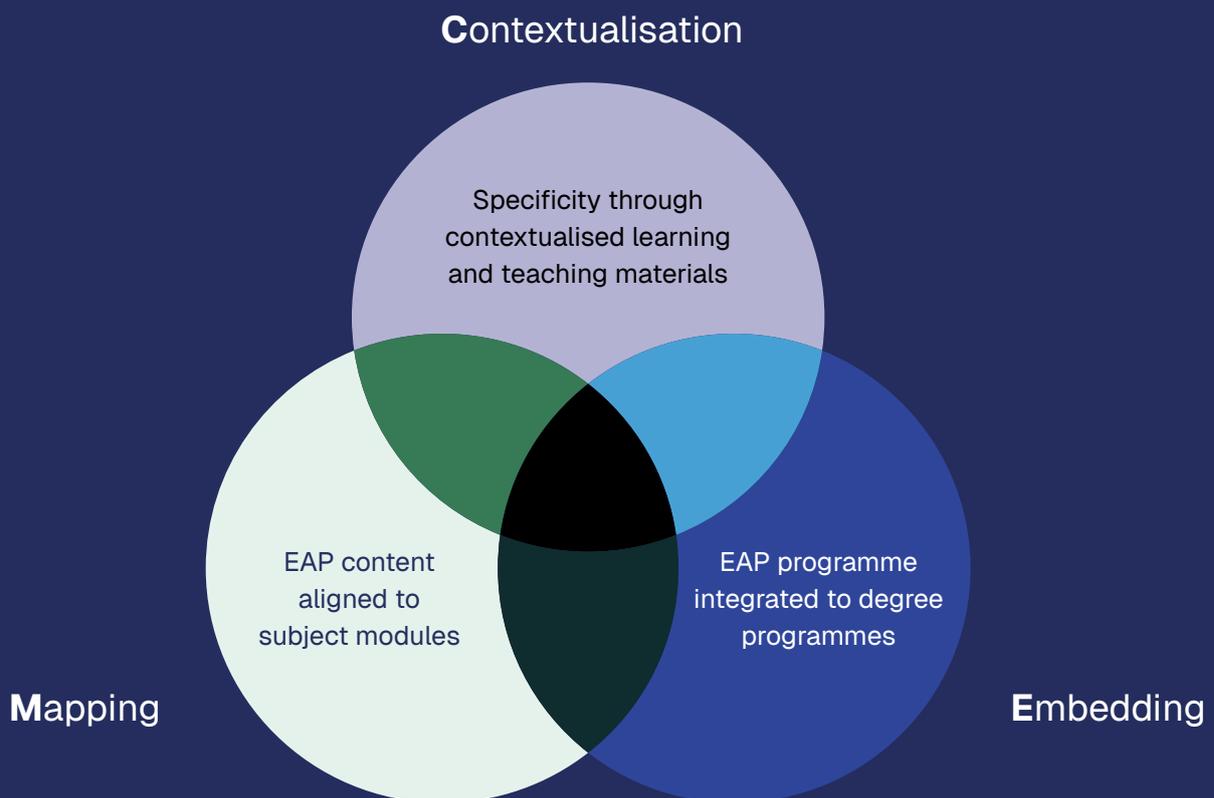
As well as effective communication with subject area academics, in-session EAP academics require access to relevant subject area content on virtual learning environments, including student handbooks, key texts and assignment briefs.

Needs analysis is an ongoing activity, responsive to students as they learn and to developments in the course.

3.3.1 The CEM (Contextualisation, Embedding, Mapping) Model

A useful approach that encapsulates best practice in collaboration for in-sessional delivery is the CEM (Contextualisation, Embedding, Mapping) Model (Sloan and Porter, 2010), as follows: .

- **Contextualisation** uses texts and extracts from the students' subject areas to form the basis of in-sessional teaching so that learning is relevant and targeted.
- **Embedding** EAP within degree curricula ensures it is not a bolt-on extra and signals that linguistic development is important for the entire cohort, rather than only users of English as an additional language, 'all students require tuition that helps them develop conversancy in the academic literacies of their particular disciplines' (Murray and Nallaya, 2016: 1296). Embedding also mitigates the risk of students being unable to find provision or it clashing with timetabled classes.
- **Mapping** meets student needs through the strategic timing of teaching. Provision is targeted in relation to key learning and assessment points.



The CEM Model (Sloan and Porter, 2010: 205)

As the CEM Model requires input from multiple stakeholders – EAP experts, subject academics, departmental decision makers, timetabling officers – good practice includes an institutional champion, someone with the strategic authority and oversight to drive the provision, encouraging and enabling diverse parts of an institution to work together.

Case Study

A UK university with a large business school has been very successful at attracting an international cohort to its range of taught postgraduate degrees. The Dean of the school became aware of the CEM Model and to make the most of the in-session offer, they gained the participation of key stakeholders across the school. These included disciplinary academics, EAP practitioners, coordinators, and professional services staff responsible for timetabling.

CEM provision was successfully implemented for all students on the degrees, with EAP practitioners collaborating closely with colleagues, and integrated into the disciplinary teaching teams. While not credit-bearing, the in-session classes were compulsory. Students did not need to seek out the classes: they appeared on their individual timetables. A certificate was awarded for attendance. The collaborative relationship among different teaching teams meant that there was mutual reinforcement between the content and language-focused classes.

The CEM model may be further supported by a 'hub' and 'spoke' concept of EAP centres and staff. This is where long term deployment or secondment of individual EAP practitioners from the EAP centre to programmes or schools facilitates a discipline-specific approach, effective communication, and greater embedding of EAP activities within subject area provision.

3.3.2 Resourcing in-session provision

Resourcing of in-session provision is a key element of good practice, as it is fundamental to both the volume of EAP within the institution and how it is perceived and experienced by students and staff.

The following are four forms of funding that can be considered:

Key considerations in resourcing in-session:

1. Provision is centrally funded, as part of a combined strategy to provide equal access and high levels of completion and attainment among all students.
2. Departmental budgets or student fees are 'top sliced' and this revenue is then redistributed into the EAP centre to develop the in-session provision.
3. EAP centres operate as income-generating units and use income from pre-session and **pathway programmes** to cross-fund in-session provision.
4. A charging model or cross-school funding model is used by EAP centres to charge subject areas for the in-session support they receive.

While approaches 1 and 2 offer an equitable and inclusive funding mechanism, they risk positioning EAP as a non-academic service, potentially undermining quality of collaboration due to academic staff perceptions of the provision. Approaches 3 and 4 mitigate this, but risk inequities in provision within institutions if funds are insufficient or if not all schools/programmes are able to commit resources.

An important additional consideration in resourcing is access to teaching and learning spaces that are appropriate, convenient and visible to students. Although this may seem a relatively small detail, good practice in relation to space can make a significant difference towards maximising student engagement with in-sessionals and to their ultimate impact.

Case Study

A university that wanted to increase in-session engagement in order to improve international students' completion rates used the following checklist to audit its in-session room allocations:

1. Rooms have appropriate acoustics, i.e. users of English as an additional language can hear clearly and communicate with ease.
2. Whiteboards/equivalent are available for EAP academics and desks are available for students to write on, i.e. avoiding spaces designed for other purposes such as laboratories or art studios.
3. Allocated spaces are within or near subject area teaching spaces and have clear signage.
4. Where online sessions are timetabled between on-site sessions, appropriate quiet spaces for students to participate from have been identified, agreed and communicated to students.
5. Fixed locations and times when students can find EAP academics between sessions have been identified, agreed and communicated to students.

In further support of maximising engagement, the institution structured cyclical interactions between the EAP centre and timetabling teams. On-site EAP sessions were scheduled on days when students had other on-site teaching and at times when students would have the capacity to engage. Generated student timetables clearly indicated EAP sessions and their locations.

Effective implementation of in-session provision - takeaways

The CEM (Contextualisation, Embedding, Mapping) Model offers a clear approach to constructing and positioning in-session provision as an integrated part of the student learning experience.

Effective and impactful in-session EAP requires institutional leadership and championing.

In good practice, care is taken to manage any impact of choice of funding on perceptions of the provision and on **fair access**.

3.4 Evaluation

Evaluation of the effectiveness of in-sessional provision is a critical element of good practice. As most in-sessional provision is non-credit bearing, providers need to consider a range of variables including attendance and engagement metrics, student outcomes on their main degree programmes, and retention, progression, and completion data. It can be challenging to evidence a causal link between engagement with in-sessional EAP and successful outcomes in other areas. However, this quantitative data is central to assessment of in-sessional and can be triangulated with qualitative evidence, such as student voice data to capture student perceptions on the value and impact of learning. Alongside this, feedback from academic staff on students' degree programmes can be gathered.

The following describes a proportionate and effective approach to evaluating in-sessional EAP provision:

Key considerations: approaches to evaluating in-sessional

What to evaluate

Evaluation should focus on a small number of agreed indicators, typically including:

- Student engagement with in-sessional provision
- Subject-area assessment outcomes
- Retention, progression, and completion
- Student confidence, satisfaction, and wider experience

How to evaluate

A mixed-methods approach is recommended:

- Quantitative evidence: attendance and engagement data linked to subject-area outcomes and progression metrics
- Qualitative evidence: student and disciplinary academic feedback gathered through surveys, focus groups or interviews

Enablers of effective evaluation

Robust evaluation depends on:

- Consistent recording of attendance and session content by EAP staff
- Institutional systems that allow engagement data to be analysed alongside academic outcomes
- Senior leadership support to ensure in-sessional activity is embedded within institutional data and evaluation frameworks

Interpreting impact

Where data allows, outcomes can be compared:

- Before and after the introduction of in-sessional provision
- Between students who engage with provision and those who do not

Qualitative findings are essential to capture impact beyond grades, including academic confidence, voice, integration, and navigation of disciplinary expectations.

External evidence and **quality assurance**

International research from Canada and Australia, Arkoudis and Kelly (2016), demonstrates strong links between EAP provision and student success, retention, completion, and employability.

Aligning in-session provision with sector standards and accreditation schemes such as BALEAP's supports quality assurance, **benchmarking**, and continuous enhancement.

Using findings

Evaluation outcomes should inform:

- Enhancement of in-session design and delivery
- Stronger integration with degree programmes
- Strategic decisions on resourcing, sustainability, and institutional priorities

Good practice involves the development of an evaluation model appropriate to the higher education context and the nature of in-session provision being offered. The evaluation mechanism should be considered at the point of designing the in-session provision and can be a powerful tool in evidencing the value of the provision and securing continued resourcing.

Case Study

In the example of a UK university that instituted the CEM model across its business school (presented as a case study above), there was access to a large pool of data before and after the in-session provision was established. The university was able to identify that students who attended the sessions exhibited an uptick of over 7% in their grades compared with cohorts prior to establishment of the provision. It was able to demonstrate this due to the good quality of the data that had been collected. Such statistical evidence may be more difficult to attain in institutions where implementation is smaller in scale or systems less evolved.

Key take-aways - evaluating in-session

In-session EAP provision requires mixed-method evaluation because most provision is non-credit bearing.

Linking engagement data with subject-area outcomes is central to demonstrating impact on attainment, retention, and progression.

Robust evaluation depends on accurate data capture, appropriate systems, and visible senior leadership support.

Qualitative feedback is essential to understanding wider impacts on confidence, academic voice, and student integration.

Alignment with sector standards and accreditation strengthens quality assurance, benchmarking, and continuous improvement.

Glossary of Terms

Term	Definition
Academic discourses	The specialised ways of using language, communication and reasoning that construct and convey knowledge within academic communities. They reflect the conventions, values and methods of particular disciplines or fields of study.
Academic language and literacy skills	The specialised language abilities and communication practices needed to understand, produce and engage with academic texts and discourse. They include listening, speaking, reading and writing in ways that meet the conventions and expectations of higher education study.
Academic literacies	The range of skills, practices and ways of thinking required to produce and interpret meaning in academic contexts. It recognises that writing, reading and communication are socially situated and shaped by disciplinary, cultural and institutional expectations.
Access and Participation Plan (APP)	A strategic document required by the Office for Students (OfS) in the UK that outlines how higher education providers will improve access, success and progression for students from underrepresented or disadvantaged backgrounds. They set measurable commitments to promote equity and inclusion across the student lifecycle.
Accessibility	The extent to which assessments and learning environments are fair and inclusive for all students, including those with disabilities or diverse backgrounds.
Assessment for learning	A concept fostering an approach to assessment that focuses on support for learning rather than only measurement of learning.
Authenticity	The degree to which a test reflects real-world or academic language use and tasks.
Benchmarking	The practice of comparing practice with that of other higher education providers to assure alignment with sector standards eg entry requirements, tests accepted, mix of in-sessional provision offered.
British Association of Lecturers in English for Academic Purposes (BALEAP)	The global forum for EAP professionals, BALEAP is a professional organisation that supports the teaching and research of English for Academic Purposes (EAP) in higher education. It provides accreditation, training and resources to promote high standards and good practice in EAP provision.

Basic Compliance Assessment (BCA)	A UK government system that evaluates international student sponsors (such as universities) on key metrics to ensure they effectively manage their students, focusing on low visa refusal rates (maximum 5%), high student enrollment (minimum 95%), and high course completion rates (minimum 90%).
British Universities' International Liaison Association (BUILA)	A professional association representing staff working in international recruitment, partnerships and marketing within UK higher education. It supports good practice, training and collaboration to enhance the UK's global engagement and international student experience.
Common European Framework of Reference for Languages (CEFR)	An international standard describing language ability across six levels (A1–C2), used to compare qualifications and test results.
Construct validity	The extent to which a test accurately measures the theoretical trait or ability it is intended to assess. It is central to ensuring that test scores genuinely reflect the construct being evaluated rather than unrelated factors.
Course design	The systematic process of planning and organising a course's content, structure, learning activities and assessments to achieve specific educational goals and outcomes.
Critical thinking	The ability to analyse information objectively, evaluate evidence and arguments and make reasoned judgments. It involves questioning assumptions, recognising bias and applying logic to reach well-supported conclusions.
Degree outcomes	The final results achieved by students, typically expressed in degree classifications such as First, Upper Second, Lower Second, or Third Class.
Discipline	A distinct field of academic study or branch of knowledge with its own methods, theories, and conventions. It shapes how knowledge is produced, communicated and evaluated within a specific academic community.
Discourses and genres	Distinct forms and conventions of language use in academic and disciplinary contexts, such as essays, reports or research articles.
Discourse analysis	The study of how language is used in texts and contexts to construct meaning, relationships, and social realities. It examines patterns of communication beyond the sentence level, considering both linguistic features and the surrounding social or cultural context.
English as a Medium of Instruction (EMI)	The use of English to teach academic subjects other than English itself, in contexts where English is not the primary language of the majority of learners.
English for Academic Purposes (EAP)	The teaching and learning of English aimed at developing the language and study skills needed for higher education contexts.

English for Specific Academic Purposes (ESAP)	Language provision that focuses on communicative practices specific to a discipline.
English for General Academic Purposes (EGAP)	Provision that typically focuses on generic skills such as essay writing or critical reading in a decontextualised manner.
English language proficiency	A person's ability to use English effectively across listening, speaking, reading and writing in academic and everyday contexts.
Fair access	'Fair access' refers to initiatives and policies designed to ensure that students from all backgrounds, particularly those from underrepresented or disadvantaged groups, have equal opportunities to enter and succeed in higher education. It involves removing barriers to equitable participation and promoting diversity and inclusion.
Formative and summative assessments	Formative assessments provide ongoing feedback to support learning; summative assessments evaluate achievement at the end of a course or module.
Higher education providers	Universities and other institutions in the UK that deliver degree-level or equivalent qualifications and are recognised by UK regulatory bodies.
In-sessional English	English language and academic skills support offered during a student's main programme of study to aid success and integration.
Intercultural competence	The ability to communicate effectively and appropriately across cultures by understanding differences, recognising one's own cultural perspective and adapting behaviour with empathy, openness, curiosity and respect for others' values and beliefs.
Learner autonomy	The capacity of students to take responsibility for their own learning by setting goals, making choices, and evaluating their progress. It involves developing independence, self-regulation and the ability to learn beyond formal instruction.
Learning aims	Broad statements that describe the overall intentions or goals of a course or programme - what educators want students to understand, appreciate or achieve by the end of their learning experience.
Learning outcomes	Clear, measurable statements of what learners are expected to know, understand, or be able to do by the end of a course or programme, demonstrating achievement of the learning aims.
Mapping	The process of aligning and comparing English language tests or qualifications against recognised frameworks such as the CEFR or institutional requirements.
Medium of Instruction (MOI)	The language used to teach academic subjects and deliver instruction within an educational setting.

Needs analysis	The process of identifying learners' language, academic and professional requirements to design courses or materials that effectively meet their specific learning goals and contexts.
Overseas-domiciled students	Students whose permanent residence is outside the UK prior to beginning their studies at a UK institution.
Pathway programmes	Structured preparatory courses that combine academic subjects and English language development to support entry into UK degree programmes.
Practitioner in EAP	A professional who applies theory, pedagogy, and research to support students' development of academic English and study skills. They combine practical classroom expertise with reflective and evidence-informed practice to enhance learning outcomes.
Predictive validity	How well test scores forecast future performance, such as success in academic study.
Pre-sessional English	Short, intensive courses taken before the start of a degree to help students meet required English language levels and prepare for academic study.
Process and product in EAP assessment	Evaluation of both how students develop their academic skills (the process) and the final outcomes they produce (the product). This dual focus supports deeper learning, promotes academic integrity and helps identify and assist students who need support before high-stakes assessments.
Progression rate	The proportion of students who successfully move from one stage of study to the next within their programme.
Quality Assurance Agency (QAA)	The independent body that monitors and advises on standards and quality in UK higher education. It works with universities and colleges to ensure students receive a high-quality academic experience and that qualifications meet national expectations.
Quality assurance	The processes and systems used to ensure that academic standards and the quality of learning opportunities are consistently maintained and meet agreed expectations.
Quality enhancement	The continuous improvement of learning and teaching, using evidence and feedback to innovate and raise standards beyond baseline requirements.
Reliability	The consistency and stability of test results across different times, versions or assessors.
Retention rate	The percentage of students who continue their studies rather than withdrawing before completion.

Scaffolding	The temporary support and guidance provided by a teacher to help learners perform tasks or understand concepts they could not manage independently. As learners gain confidence and ability, this support is gradually reduced to promote autonomy and mastery.
Secure English Language Test (SELT)	An approved English language exam required by the UK Home Office for certain visa and immigration applications. It is conducted under strict security conditions to ensure the reliability and authenticity of test results.
Subject area	A specific domain of study or teaching that falls within a broader academic discipline. It represents a focused field of knowledge, such as economics within the discipline of social sciences or linguistics within the discipline of humanities.
Teaching English for Academic Purposes (TEAP) qualification	A professional certification that recognises teachers' expertise in delivering English for Academic Purposes in higher education contexts. It assesses knowledge, skills and reflective practice specific to supporting students' academic language development.
Test security	Measures taken to protect test content and administration from misuse, fraud or compromise, ensuring results remain trustworthy.
UK-domiciled students	Students whose main residence is within the UK before starting higher education study.
UK Visas and Immigration (UKVI)	A division of the UK Home Office responsible for managing the country's visa system, immigration control and citizenship applications. It sets and enforces the rules for individuals seeking to study, work or live in the UK.
Universities UK International (UUKi)	The international arm of Universities UK, representing and supporting UK universities' global engagement. It works to enhance the UK's international education profile through policy advocacy, partnerships, and research on international mobility and collaboration.
Validity	The extent to which a test accurately measures what it is intended to measure.
Validation	The process of gathering evidence to confirm that a test or qualification is appropriate, fair and effective for its intended purpose.
Virtual learning environment (VLE)	An online platform that supports teaching and learning by providing access to course materials, communication tools, assessments and collaborative activities in a digital space.
Washback	The influence that testing has on teaching and learning, which can be either positive (improving learning) or negative (narrowing focus).