BALEAP TEAP INDIVIDUAL ACCREDITATION SCHEME HANDBOOK 2024

The global forum for **EAP** professionals

Updated April 2025

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Many thanks also to each member of BALEAP who contributed to the development of the TEAP scheme by responding to survey requests and participating in TEAP discussions.

To find out more about BALEAP and TEAP accreditation, please go to www.baleap.org.

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1.INTRODUCTION

This handbook is a guide to the TEAP accreditation scheme offered by BALEAP, the professional association for practitioners of English for Academic Purposes (EAP).

BALEAP has been concerned throughout its history with establishing and maintaining quality in EAP materials, courses, and teaching to enhance the quality of the student academic experience. The organization has been accrediting courses since 1991, based on a code of practice set out in 1989. In recognition of a gap that existed in EAP-specific teacher qualifications and following a series of Professional Interest Meetings (PIMS) held in 1997, 2001 and 2004, a TEAP working party established a description of the core competencies of a professional EAP practitioner. Competency was understood as 'the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely' (Aitken, 1998). The aim was to provide teachers new to the field, and those responsible for their development, with clear goals and understanding of the role of an EAP teacher. The BALEAP Competency Framework for Teachers of English for Academic Purposes (BALEAP TEAP Competency Framework) as published in 2008 and a portfolio accreditation scheme was piloted in 2012. The Competency Framework was incorporated into the TEAP Portfolio scheme handbook in 2014. This handbook has now been revised to align the TEAP accreditation scheme more closely to the Advance HE (formerly HEA) led UK Professional Standards Framework (UKPSF) as many EAP practitioners are now engaging with both schemes. The TEAP scheme is under continuous review, aiming to keep up with developments in the field. Teacher development remains a key area of interest in EAP, with further PIMS being held in 2014 and 2022. The practitioner was also the focus of the 2019 BALEAP conference and there is now a Special Interest

Group (SIG) dedicated to teacher education in EAP.

References

Aitken, J. (1998) The Capable Teacher, number 2, Summer 1998.

1.1 TEAP SCHEME AIMS

The BALEAP TEAP accreditation scheme aims to facilitate the professional development of practitioners of English for Academic Purposes and has been designed to align with the BALEAP values of professionalism, development, collaboration, and inclusivity. It provides opportunities for practitioners to reflect on their development and engage with others in the sector to develop greater breadth or depth to their EAP knowledge and practices. The criteria for accreditation have been designed to apply to practitioners in a range of contexts.

The scheme provides the profession with:	The scheme provides individuals with:
• a description of knowledge, values and activities undertaken by EAP practitioners • a reference point for professional dialogue and development across the sector • a syllabus for planning EAP tutor induction & development • a tool to inform mentoring, CPD, and observations • a means to identify and prioritise areas for development • a tool to inform recruitment and selection • a means of raising awareness of professional standards.	• a roadmap for career development and progression • a guide to plan personal professional development • support for collaborative, peer enhancement of learning & teaching • professional recognition and accreditation • a means to target career advancement • a means to increase employability.

1.2 ELIGIBILITY FOR ACCREDITATION

The TEAP accreditation scheme is open to all individual members of BALEAP and those associated with BALEAP member institutions.

As a global forum for EAP professionals, BALEAP recognizes that practitioners work in a range of organisation types and educational contexts, with a variety of contractual situations and work roles. The scheme aims to

facilitate the professional development of all those involved in the teaching and scholarship of English for Academic Purposes, whatever their context.

TEAP scheme

2. PATHWAYS TO TEAP ACCREDITATION

The scheme offers three pathways to accreditation, the broad role descriptors for which are outlined below:

Associate Fellow	Fellow	Senior Fellow
A practitioner who has reached a level of professional development and effectiveness to be able to apply the professional values and knowledge, to competently plan and deliver effective EAP teaching, assessment and feedback.	A practitioner who is able to apply the range of professional values and knowledge to effectively plan and deliver high quality EAP provision whilst engaging in professional development and scholarship to inform their own practice.	A practitioner who is able to apply a wide range of professional values and knowledge, to design and lead the delivery of effective EAP provision with significant impact on the practice and professional development of others within and beyond their institution.

2.1 OVERVIEW OF REQUIREMENTS FOR ACCREDITATION

Candidates for accreditation will be experienced teachers of English who meet the teacher education and training requirements of their institution, their education sector and of their regional authorities.

Accreditation can be achieved by submitting a reflective account of professional practice (RAPP), supported by a portfolio of evidence, which together successfully establish a candidate's competences against the TEAP criteria for their chosen pathway. Successful candidates will:

- demonstrate their competence against each criterion for their pathway.
- make explicit connections between the specified knowledge, values, and activities.
- demonstrate rationales for professional activities and decisions made.
- reflect on the impact of their activities and their learning throughout the course of the written account.
- The criteria for each pathway are shown in section 2.4.

2.1.1 TEAP MENTOR/ASSESSOR ACCREDITATION

Candidates for Fellow and Senior Fellow level are also encouraged to include an application for accreditation as a TEAP Mentor/Assessor. The criteria for this are outlined in section 2.4.4.

2.2: OVERVIEW OF CRITERIA

The TEAP Competency Framework centralises student needs and the student academic experience. The original criteria were developed by the TEAP working party through surveys of EAP practitioners, on-going discussion across BALEAP, a study of parallel schemes such as the UKPSF and an 18-month pilot scheme. The criteria are informed by the BALEAP TEAF CF (2008).

Figure 1 below shows how TEAP practice was grouped in the initial framework into the general areas of professional activity: Professional Development, Research & Scholarship; Programme Development; Academic Practices, The Student and Course Delivery. These overarching areas, along with the 2014 addition of an optional mentor and assessor unit still underpin the revised criteria and should be used to consider the range of evidence and areas of practice you need to consider.

Each of these general areas is sub-divided into specific areas of practice, each with their associated professional knowledge and values and with their closely associated professional activity described in detail in the framework through competency statements.

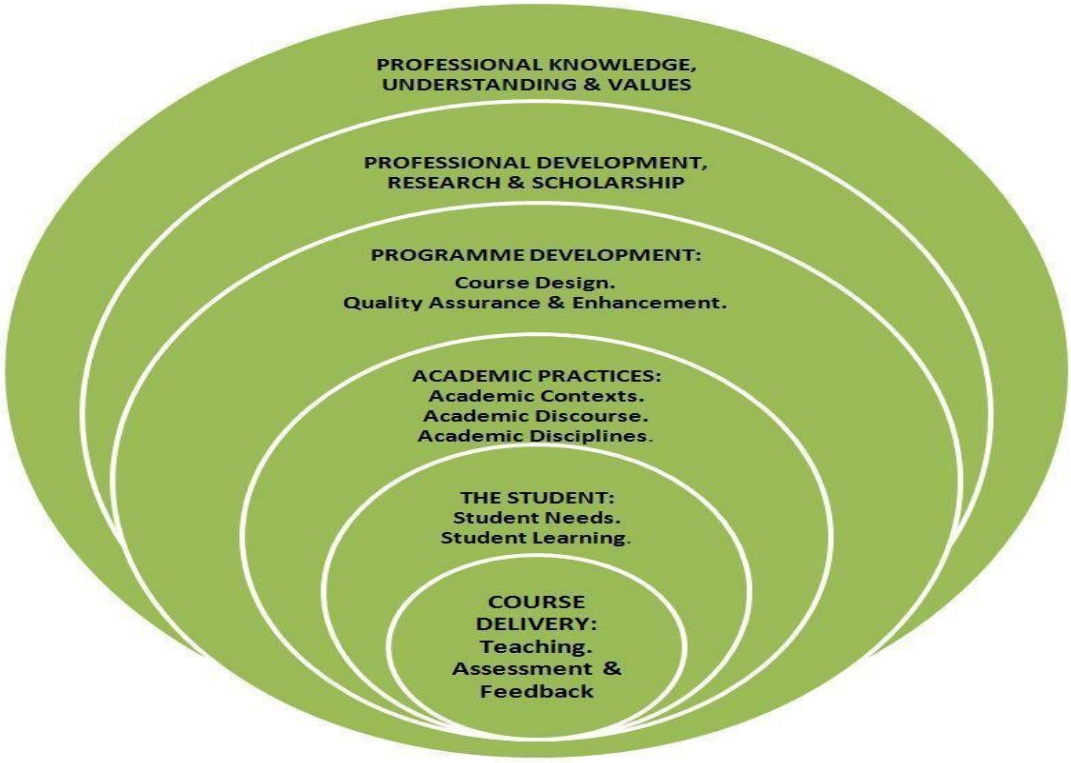


FIGURE 1 2008 TEAP COMPETENCY FRAMEWORK.

Professional knowledge, understanding and values underlie all the professional areas of activity.

Whilst the 2008 competency framework should still be referenced, it is incredibly complex and detailed, so the criteria for individual accreditation were significantly updated in 2022 in response to feedback from members and assessors.

The current criteria include statements which exemplify the BALEAP values, and knowledge and activities relating to four broad areas of EAP practice.

These areas of practice are relevant to all three of the TEAP pathways (Associate Fellow, Fellow, and Senior Fellow), although there is a requirement to evidence knowledge and impact across a broader range of activity when applying for Fellow and Senior Fellow. These areas of practice (covering both knowledge and activity) are:

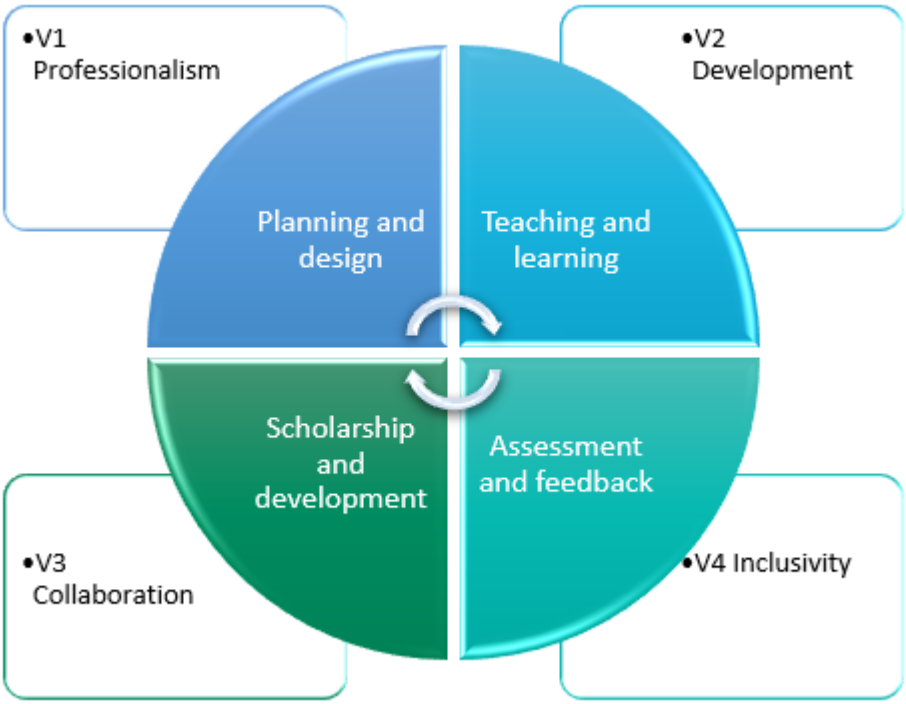


FIGURE 2 INTERCONNECTED DIMENSIONS OF THE TEAP CRITERIA

All areas of practice should also be underpinned by the four core values (see Figure 3), which also need to be demonstrated throughout an application to the scheme.

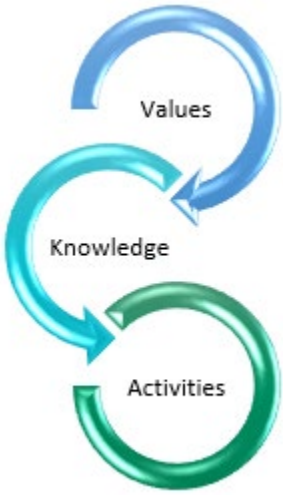


FIGURE 3 CORE VALUES

Commentary on each of these four broad areas of practice is outlined on the following pages. These commentaries aim to provide context for the literature and activities related to each area of practice.

Professionalism	V1: You are committed to evidence-based practice within your professional context.
Development	V2: You value research, scholarship, and selective use of resources (such as technology) to enhance developmental activities.
Collaboration	V3: You value collaboration for learning and professional practice.
Inclusivity	V4: You respect individual learners' expectations and values, encourage participation in higher education, and promote equality of opportunity.

2.3 COMMENTARY ON THE CRITERIA AND FRAMEWORK

2.3.1 PLANNING AND DESIGN

EAP course design is usually carried out by members of the EAP team who are in a position to interact with staff in their institution to establish the expectations of the academic community that EAP students wish to join. This target needs analysis supports the development of a 'defensible curriculum' for the course (Brown, 2016:17), one that can be justified to stakeholders such as students, sponsors, admissions staff, and EAP teachers. Those responsible for course design will have an understanding of theories of academic language and discourse, and of discipline-specific literacy together with knowledge of the variety of professional attributes (Laurillard, 2012) that students are expected to develop during their degree studies. They will also understand different approaches to structuring curricula and syllabuses to create a public document that 'reflects a philosophy of teaching, including beliefs about language and learning' (Hyland, 2006, p. 282).

A syllabus has to operate within constraints such as the amount of time available, in weekly timetables and throughout the academic year, or whether students can study in single-discipline or mixed-discipline groups. It should be based on three overarching principles: clear progression towards overall course goals; built in explicit recycling of content; and the potential for transfer across a range of contexts (Alexander et al., 2018). The most efficient syllabus is one that is embedded within a specific discipline or context to study the genres and tasks used to exchange ideas and build knowledge in the field. This type of syllabus has the highest potential for transfer of learning to degree studies.

However, it is not always possible to teach EAP within single disciplines, so mixed-discipline classes are more common. These can still be built around common academic genres and tasks but require a more generic approach to language in text. Thus, rhetorical functions and paragraph cohesion tend to be organising principles of the syllabus. An element of subject-specificity can be built in by requiring students to work with concepts and texts from their disciplines. Decisions also need to be made about which syllabus components should be taught

as individual lessons while others such as autonomy and critical thinking are better integrated through teaching methodology,

Although some EAP teachers may have little input to course and syllabus design, they do need to understand the design principles in order to enact the syllabus components appropriately in their classrooms. Teachers need to be able to identify which activities and tasks are most important for delivering the learning outcomes in any lesson so as to make the most efficient use of time. Teachers should be able to justify to students why they are doing a task, how it fits into the syllabus, how it relates to the assessments and how it will help students achieve their future academic goals.

References

Alexander, O., Argent, S. & Spencer, J. (2018). *EAP Essentials: A teacher's guide to principles and practice*. Garnet Education.

Brown, J.D. (2016) *Introducing needs analysis and English for specific purposes*. Abingdon, Oxon: Routledge.

Hyland, Ken (2006). *English for academic purposes: Sn advanced resource book*. Abingdon, Oxon: Routledge.

Laurillard, D. (2012). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York and London: Routledge.

2.3.2 TEACHING AND LEARNING

Teaching English for Academic Purposes (TEAP) involves enhancing learners' ability to communicate through the medium of English in specific academic and cultural contexts with a focus on 'the texts (spoken and written) that occur in academic contexts… [together with] the discourses and practices that surround and give rise to such texts' (Bruce 2011, p. 6). This requires an understanding of genres as 'staged goal-oriented social processes' (Martin & Rose, 2007), which academic communities of practice have developed to exchange ideas and build knowledge in their fields. Nesi and Gardner (2012) outline 13 genre families found in their corpus of student writing, but genres arise and evolve constantly to suit changing academic practices. TEAP also involves working with typical tasks that students might be required to perform in their studies, e.g. writing a literature review or presenting a poster. Teaching and learning is, thus, inherently genre-based, and task-based.

The teaching and learning cycle involves a series of analytical tasks to orient students to the audience and purpose of genres in their discipline. Examples of the genre are deconstructed to see how they are staged, i.e. organized, to achieve the purpose for the audience and then modelled by the teacher and jointly constructed with students using guided tasks. The students then have a task prompt to produce their own (spoken or written) text and receive peer feedback, itself a routine academic activity. This cycle is repeated for a variety of genres and helps students to become independent researchers of the practices in the academic community they wish to join.

Discovery learning, where students uncover the features of texts and the requirements of tasks for themselves, is an important aspect of TEAP. However, the teacher must connect task outcomes explicitly to the learning outcomes to highlight what the students have achieved more generally, and how this learning might transfer to new academic contexts such as degree studies. The role of the teacher is to scaffold learning through collaborative dialogue (Laurillard, 2012), encouraging deeper understanding through critical questioning. This arguably involves adopting the role of 'meddler-in-the-middle' with a 'disposition to be *usefully ignorant*' (McWilliam, 2008, p. 265). This approach recognizes that teacher and student share knowledge: the student understands the content of their discipline while the teacher understands theories of language in text that will enable successful communication.

It is important to recognize that EAP students are time-poor. They must reach their target proficiency in a short space of time so all classroom activities must add value as efficiently as possible. Technology Enhanced Language Learning (TELL) can provide opportunities for out-of-class practice so that time in class can be maximally relevant to meeting students' needs.

References

Bruce, I. (2011). *Theory and concepts of English for academic purposes*. Houndmills, Basingstoke: Palgrave Macmillan.

Laurillard, D. (2012). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York and London: Routledge.

Martin, J. & Rose, D. (2007). *Working with discourse*. London: Continuum.

McWilliam, E. (2008). Unlearning how to teach. *Innovations in Education & Teaching International*, 45(3), 263-269.

Nesi, H.& Gardner, S. (2012). *Genres across the disciplines: Student writing in higher education*. Cambridge: Cambridge University Press.

Swales, J. (1990). *Genre analysis*. Cambridge: Cambridge University Press.

2.3.3 ASSESSMENT & FEEDBACK

Assessment has long influenced everything that goes on in the classroom, whether explicitly or not. The traditional view of assessment concerned summative judgements of achievement or proficiency using instruments designed by a skilled few that left teachers discussing the washback on classroom practice from a test that was often outside of their control. The concern was a narrowing of the curriculum as teachers succumbed to student pressure to 'teach to the test.' However, a well-designed summative assessment can of course involve opportunities for formative assessment processes and opportunities for deep learning.

The 21st Century has seen a move to outcomes-based pedagogy (e.g. SOLO taxonomy) with assessment and feedback being seen as pivotal to a constructively aligned curriculum (Biggs, -2014) rather than as a postscript to teaching and learning. Today assessment *for* learning (Black & Wiliam, 1998) is seen as part of pedagogy with teachers using a range of Classroom Assessment Techniques (Angelo & Cross, 1993) to identify students' emerging needs and adjusting classroom activities in response to them. There is now a much wider range of assessment techniques, often with more transparent criteria and a greater involvement of students in assessment *as* learning (Nicol & MacFarlane-Dick, 2006). The teacher is no longer seen purely as a feedback giver, but more as a designer of feedback opportunities. The students develop feedback literacy, autonomy and reflexivity and learn through more authentic assessment tasks with a focus on metacognition, self-efficacy, and self-regulation.

Assessment and feedback literacy is a requirement for both students and teachers. Not all practitioners are in a position to be part of the teams who write test specifications, and design summative assessments of learning and their scoring models; nor do they all have the opportunity to lead moderation or standardisation sessions for markers or engage with admissions regarding the use of tests scores in recruitment. However, all are in a position to get involved with the learning-oriented assessment and feedback that takes place as part of assessment *for* and *as* (and sometimes *of*) learning. Responsive teaching is now seen as part of the reflexive

practice of the practitioner. Just as students must respond to feedback for learning, teachers must use assessment data (both formative and summative) to take action for teaching.

References:

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. California: Jossey-Bass Publishers.

Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1, 5-22.

Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment.* London: Grenada Learning.

Nicol, D.J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education* 31(2), 199–218.

2.3.4 SCHOLARSHIP & PROFESSIONAL DEVELOPMENT

The original TEAP Competency Framework specified core competencies for EAP practitioners at Masters level:

[…] where practitioners are expected to demonstrate a systematic understanding of the main theoretical areas of a discipline and critical awareness of current issues and problems. They should be able to exercise independent initiative to make complex decisions, plan tasks or deal with problems in the absence of complete or consistent information. They should show a commitment to continue to develop professionally (BALEAP, 2008).[1]

There is an expectation that an EAP practitioner will 'recognize the importance of applying to his or her own practice the standards expected of students and other academic staff (BALEAP, 2008). This means finding time to keep up with developments in the EAP field and related fields such as education or applied linguistics in order to understand how the knowledge base of EAP is expanding. An academic teaching subjects such as thermodynamics or logistics regularly incorporates new research into their teaching and guides masters level students to apply research findings in practice and to recognise gaps in the research field that they can address. While EAP practitioners may not have allowance in their workloads for primary research, they are expected to engage in scholarship to become aware of new developments in discourse processing and its implications for academic literacy, as well as the research and teaching practices of the disciplines their students will study. EAP practitioners should also aim to contribute to the development of the field through their own scholarship.

BALEAP Professional Issues Meetings (PIMs) and the biennial conference can provide insights into the latest research and developments in EAP. The introduction of Special Interests Groups (SIGs) has also greatly facilitated sharing knowledge. Searchable databases such as Researchgate.net and Academia.edu are places where academic researchers share their latest publications. It can also be useful to identify key researchers in a field and follow them on X or LinkedIn. BALEAP as an organisation is working to actively encourage institutions to ensure that EAP practitioners are allocated the time and resources to enable them to engage in scholarship.

In addition to exploring the knowledge base of EAP, practitioners need to refresh their teaching approach and skills, recognising that they need to do more than simply facilitate language and study skills practice. EAP teachers can use collaborative observation of their teaching by peers or more senior colleagues to reflect on their strengths and identify new approaches.

More detailed specification of master's level is available online at the QAA and SCQF websites.

References

BALEAP (2008). Competency framework for teachers of English for academic purposes. https://www.baleap.org/downloads/teap/teap-competency-framework.pdf

McWilliam, E.L. (2009). Teaching for creativity: From sage to guide to meddler. *Asia Pacific Journal of Education*, 29(3). 281-293.

QAA Framework for higher education qualifications in England and Wales (2001) Subject Benchmark Statement: Education Studies (qaa.ac.uk) retrieved 14.04.22

Scottish Credit and Qualifications Framework scqf-level-descriptors-web-july-2019.pdf retrieved 14.04.22

2.4: TEAP ACCREDITATION: THE TASK

The requirements for accreditation on each pathway are provided in full in this section.

2.4.1: ASSOCIATE FELLOW: SUMMARY OF REQUIREMENTS FOR ACCREDITATION

TASK: Provide a coherent and reflective account of **1500 words** justifying the following claim:

'I have reached a level of professional development and effectiveness to be able to apply, the professional values and knowledge to competently plan and deliver effective EAP teaching, assessment and feedback.'

- The following **themes and values** must be threaded throughout your written account:

Professionalism	V1: You are committed to evidence-based practice within your professional context.
Development	V2: You value research, scholarship, and selective use of resources (such as technology) to enhance developmental activities.
Collaboration	V3: You value collaboration for learning and professional practice.
Inclusivity	V4: You respect individual learners' expectations and values, encourage participation in higher education, and promote equality of opportunity.

- Your reflective account will also demonstrate **how you meet all of the knowledge and activity criteria** on the following page.

- The claims of competence in your reflective account must be supported with **a portfolio of evidence**, which must specifically include:

    - At least 2 recent records of observation (one or both of which have been conducted by a BALEAP TEAP Observer).
    - A reference statement from a line manager or senior colleague verifying the accuracy of the contents of your submission.

ASSOCIATE FELLOW PATHWAY CRITERIA:				
	Planning & Design	**Teaching & Learning**	**Assessment & Feedback**	**Scholarship & Development**
KNOWLEDGE	**AP1**: You articulate understanding of a range of characteristics of academic texts, such as rhetorical and discourse features beyond sentence level. **AP2**: You recognise a range of academic and professional attributes (such as critical thinking and autonomy). **AP3:** You demonstrate awareness of strategies for processing and producing texts (oral or written).	**AT1:** You articulate personal principles of EAP teaching and learning. **AT2:** You articulate examples of student-centred EAP teaching techniques, and rationales for their use. **AT3:** You recognise a range of EAP syllabus or course types.	**AA1:** You articulate the difference between assessment of, as, and for learning. **AA2:** You recognise the principles of effective assessment and feedback delivery (such as use of marking criteria, consistency etc.). **AA3:** You articulate the principle of constructive alignment.	**AS1:** You articulate approaches for gathering data to develop your teaching practice.
ACTIVITIES	**AP4:** You incorporate knowledge of textual features and processing strategies into lesson planning. **AP5:** You select and adapt appropriate EAP materials and modes of delivery. **AP6**: You consider, anticipate and check student needs.	**AT4:** You adapt material for specific academic contexts/ disciplines. **AT5:** Your teaching aims to develop academic and professional attributes (such as critical thinking and autonomy). **AT6:** You stage and scaffold teaching of academic communication. **AT7:** You integrate study skills & strategies explicitly into teaching. **AT8:** Your teaching develops students' ability to navigate conventions and values of current or future educational contexts. **AT9**: You use classroom assessment techniques to demonstrate learning and inform future teaching. **AT10:** You raise awareness of discourse features in your teaching. **AT11:** You train students to investigate the practices of a discipline. **AT12:** You respond flexibly to unplanned learning opportunities. **AT13:** You encourage a critical approach to knowledge building.	**AA4**: You use the outcomes of assessment and feedback to inform your teaching. **AA5:** You develop students' assessment and feedback literacy.	**AS2:** You engage in professional development. **AS3:** You use observation findings and evaluation data to improve your EAP practice.

2.4.2: FELLOW: SUMMARY OF REQUIREMENTS FOR ACCREDITATION

TASK: Provide a coherent and reflective account of **3000-3500 words** justifying the following claim:

'I am able to apply, with a high level of autonomy and achievement, a range of professional values and knowledge to effectively plan and deliver high quality EAP provision whilst engaging in professional development and scholarship to inform my own practice and that of colleagues.'

- The following **themes and values** must be threaded throughout your written account:

Professionalism	V1: You are committed to evidence-based practice within your professional context.
Development	V2: You value research, scholarship, and selective use of resources (such as technology) to enhance developmental activities.
Collaboration	V3: You value collaboration for learning and professional practice.
Inclusivity	V4: You respect individual learners' expectations and values, encourage participation in higher education, and promote equality of opportunity.

- Your reflective account must demonstrate **how you meet all the knowledge and activity criteria** on the following page.

- Your reflective account must include **one case study** which demonstrates your professional impact and effectiveness across a range of the knowledge and activity criteria.

- The claims of competence in your reflective account must be supported with **a portfolio of evidence**, which must specifically include:

    - At least 2 recent records of observation (one or both of which have been conducted by a BALEAP TEAP Observer).

    - 2 reference statements from a line manager, senior colleague or BALEAP Mentor/Assessor verifying the accuracy of the contents of your submission.

FELLOW PATHWAY CRITERIA:				
	Planning & Design	**Teaching & Learning**	**Assessment & Feedback**	**Scholarship & Development**
KNOWLEDGE	**FP1:** You demonstrate awareness of differences in the language and practices of academic communities, and their implications for course design. **FP2:** You recognise a range of academic and professional attributes (such as critical thinking and autonomy). **FP3:** You cite specific EAP theories (e.g. theories of language, text processing or text classification) and more general theories related to education. **FP4:** You recognise the affordances and constraints of course design. **FP5:** You demonstrate awareness of disciplinary differences or discourse features in teaching materials.	**FT1:** You draw on recognised theories of EAP teaching and learning. **FT2:** You articulate examples of student-centred EAP teaching techniques, and rationales for their use. **FT3:** You recognise a range of EAP syllabus/course types and how they influence the approach to teaching.	**FA1:** You cite theory to show how EAP assessment and/or feedback practices drive learning. **FA2:** You recognise relevant principles and institutional policies relating to assessment & feedback (such as ethical practices or respect for intellectual property). **FA3:** You recognise constructively aligned EAP assessment or feedback practices & their relevance to students' current or future learning contexts.	**FS1:** You articulate approaches for gathering data to develop your teaching and share knowledge with colleagues. **FS2:** You cite theories and principles underpinning best practice in scholarship of teaching and learning.
ACTIVITIES	**FP6:** You apply theories of text & discourse analysis to materials design. **FP7:** You design or adapt a series of lessons or learning resources which develop student literacy. **FP8:** You use systematic needs analysis to inform your practice and that of colleagues. **FP9:** You incorporate development of academic or professional attributes into materials and/or course design**.**	**FT4:** You adapt teaching or learning material for specific academic contexts or disciplines. **FT5:** Your teaching aims to develop academic and professional attributes (such as critical thinking & autonomy). **FT6:** You stage and scaffold teaching of academic communication. **FT7:** You integrate study skills & strategies explicitly into teaching. **FT8:** Your teaching develops students' ability to navigate current or future educational contexts. **FT9**: You use classroom assessment techniques to demonstrate learning and inform future teaching. **FT10:** You raise awareness of discourse features in your teaching. **FT11:** You train students to investigate practices of a discipline. **FT12:** You respond flexibly to unplanned learning opportunities. **FT13:** You encourage a critical approach to knowledge building and transfer.	**FA4:** You evaluate the effectiveness of assessment and feedback practices. **FA5:** You equip students to navigate current or future learning contexts through your assessment or feedback practices. **FA6:** You use the outcomes of assessment & feedback to inform your teaching.	**FS3:** You articulate clear goals for enhancing your professional practice. **FS4:** You integrate your own scholarship and research into practice. **FS5:** You contribute to colleagues' professional development. **FS6:** You use a variety of data sources to improve your EAP practice or that of colleagues

2.4.3: SENIOR FELLOW: SUMMARY OF REQUIREMENTS FOR ACCREDITATION

TASK: Provide a coherent and reflective account of **6000-6500 words** justifying the following claim:

'I am able to apply a wide range of professional values and knowledge, to design and lead the delivery of effective EAP provision with significant impact on the practice and professional development of others within and beyond my institution.'

- **The following themes and values** must be threaded throughout your written account:

Professionalism	V1: You are committed to evidence-based practice within your professional context.
Development	V2: You value research, scholarship, and selective use of resources (such as technology) to enhance developmental activities.
Collaboration	V3: You value collaboration for learning and professional practice.
Inclusivity	V4: You respect individual learners' expectations and values, encourage participation in higher education, and promote equality of opportunity.

- Your reflective account must also demonstrate **how you meet all the knowledge and activity criteria** on the following page.

- Your reflective account must include **two case studies** which demonstrate your professional impact and effectiveness across a range of the knowledge and activity criteria. At least one of these case studies must involve your academic leadership.

- The **claims of competence** in your reflective account must be supported with **a portfolio of evidence**, which must specifically include:

  - At least 2 recent records of observations (one or both of which have been conducted by a BALEAP TEAP Observer).

  - 2 reference statements from a line manager, senior colleagues or a BALEAP TEAP Mentor/assessor verifying the accuracy of the contents of your submission.

SENIOR FELLOW PATHWAY CRITERIA

	Planning & Design	Teaching & Learning	Assessment & Feedback	Scholarship & Development
Knowledge	**SP1:** You recognise the specific context of your institution, differences in language & practices of discourse communities (such as academic disciplines), & implications for course design. **SP2:** You recognise a range of academic and professional attributes (e.g. critical thinking & autonomy). **SP3:** You cite a range of theories and approaches relevant to planning an EAP course for a specific discourse community. **SP4:** You recognise the affordances and constraints of course design. **SP5:** You cite procedures and considerations that facilitate the enhancement or redevelopment of a course for a specific discourse community. **SP6:** You articulate the purposes and practices of educational institutions.	**ST1:** You demonstrate a broad knowledge of EAP theories and academic contexts to inform EAP provision at institutional or sector level. **ST2:** You articulate examples of student-centred EAP teaching techniques, and rationales for their use. **ST3:** You recognise a range of EAP syllabus/course types and how they influence the approach to teaching.	**SA1:** You cite a range of theories relating to assessment and feedback, showing how they drive learning. **SA2:** You recognise how the institutional or sector-wide context (e.g. policies and practices) informs assessment and feedback**.** **SA3:** You recognise constructively aligned EAP assessment or feedback practices and their relevance to students' current or future learning contexts.	**SS1:** You cite theories and principles underpinning best practice in programme evaluation. **SS2:** You cite theories and principles underpinning best practice in scholarship of teaching and learning. **SS3:** You cite relevant institutional or national data and its application to improve a course or programme.
Activities	**SP7:** You (or those you lead) apply theories of text and approaches to discourse analysis to produce course materials for a specific community. **SP8:** You lead or mentor colleagues in developing materials/ curricula that align with innovations in EAP. **SP9:** You network within an institution to research target academic needs and practices for incorporation into programmes or courses. **SP10:** You (or those you lead) apply knowledge of specific academic contexts to materials or learning resource design. **SP11:** You are involved in shaping the contexts within which EAP operates within or beyond your institution. (e.g. as an external examiner or on a learning & teaching committee).	**ST4:** You adapt teaching or learning material for specific academic contexts or disciplines. **ST5:** Your teaching aims to develop academic and professional attributes (such as critical thinking and autonomy). **ST6:** You stage and scaffold teaching of academic communication. **ST7:** You integrate study skills and strategies explicitly into teaching. **ST8:** Your teaching develops students' ability to navigate conventions and values of current or future educational contexts. **ST9:** You use classroom assessment techniques to demonstrate learning and inform future teaching. **ST10:** You raise awareness of discourse features in teaching. **ST11:** You train students to investigate the practices of a discipline. **ST12:** You respond flexibly to unplanned learning opportunities. **ST13:** You encourage a critical approach to knowledge building & transfer.	**SA4**: You (or those you lead) design appropriate EAP assessments or feedback processes which are underpinned by theory. **SA5:** You (or those you lead) equip students to navigate current or future learning contexts via assessment or feedback practices. **SA6:** You lead or mentor colleagues effectively through processes of assessment or feedback. **SA7:** You share practice, research or ideas regarding assessment or feedback literacy within an institution or the sector.	**SS4:** You articulate clear goals for enhancing your professional practice. **SS5:** You disseminate your own scholarship or research to inform teaching and learning practice in the sector. **SS6:** You work with colleagues to improve an EAP course or programme implementation based on feedback. **SS7:** You use a variety of data sources to contribute to the professional development of colleagues across the sector.

2.4.4: MENTOR/ASSESSOR MODULE

A TEAP mentor guides others in their continuing professional development, evaluates competencies and verifies portfolio evidence. A TEAP assessor evaluates EAP training & development provision for BALEAP recognized learning award purposes and assesses portfolio-based evidence for BALEAP practitioner accreditation purposes.

TASK: Provide a short personal claim of competence alongside your RAPP, outlining how you meet the descriptors below for either Fellow r or Senior Mentor/Assessor.

	Fellow Mentor (for Fellow candidates)	Mentor/Assessor (for Senior Fellow candidates)
Knowledge	M1: You articulate theories & approaches to teacher education. M2: You cite principles of best practice in observations and feedback. M3: You demonstrate knowledge of professional standards in the sector.	M1: You articulate theories and approaches to teacher education. M2: You cite principles of best practice in observations and feedback. M3: You demonstrate knowledge of professional standards in the sector.
Activities	M4: You mentor or guide colleagues for CPD purposes. M5: You undertake observations or provide feedback for colleagues' professional development. M6: You deliver professional education, training, or developmental activities.	M4: You mentor or guide colleagues for CPD purposes. M5: You undertake observations & provide feedback for colleagues' professional development. M6: You deliver professional education, training, or developmental activities. M7: You engage in portfolio-based mentoring, verification, and assessment for professional purposes.

3. ASSEMBLING YOUR TEAP PORTFOLIO

3.1 COLLECTING EVIDENCE FOR YOUR TEAP PORTFOLIO

Your TEAP portfolio will include the following elements.

- a Reflective Account of Professional Practice (RAPP) in which you demonstrate how you meet the target descriptor, support this with explicit links to evidence, and reflect on your development.
- a portfolio of evidence of your knowledge, values, and activities (including observation records).
- Referee statements to support and authenticate the portfolio.

Your reflective account of professional practice (RAPP) is supported by the portfolio of evidence. This portfolio consists of documents or media which support your claims of competence in specific areas of professional activity, and the underpinning knowledge and values. It is intended to be compiled gradually as you develop and gain experience of applying your knowledge and values to EAP practice.

As you embark on the process of accreditation, it is valuable to reflect on the criteria and the evidence you already have that establishes your competence across the areas of practice. Consider areas for development or further exploration across the criteria and establish a system for collecting evidence of your development in those areas.

The portfolio of evidence must be clearly and accessibly presented for the reviewer, but there is no prescribed format or platform. Many candidates have chosen to use Padlet (www.padlet.com), which can offer a flexible and visual structure for the evidence as well as the opportunity to include hyperlinks in the written account to directly connect claims of competence with documentary evidence.

'Evidence' of activities and values will typically be supplied in document form, but there is no fixed requirement for what the document may be. Examples of evidence might include any of the following:

- Lesson observation records
- Samples of teaching material
- Course reports
- Samples of tutor feedback

- Extracts of student work
- Witness statements by colleagues.
- University policy documents

Below is an example criterion and a range of documents that might provide evidence of this competency. Note that one document is often enough to establish competence, but the justification of your competence must be made clear. The range of possibilities given below is indicative only – other documents may feature in your context that may be more appropriate.

Example Criterion	Evidence might include one or more of:
AT6: You stage and scaffold teaching of academic communication.	• Notes made by an observer in an observation record. • A sample of your lesson material, perhaps with your commentary on the staging & scaffolding. • A witness statement by a line manager attesting to your competence in staging and scaffolding your teaching.

One document may provide evidence of a range of competencies. A lesson observation record, for example, is one of the richest sources of evidence of your knowledge and activities. You are not expected to provide separate documents as evidence for each competency where a single document can provide evidence of multiple competencies.

Where evidence cannot be generated directly from professional activity, is no longer available or cannot be used for portfolio purposes (e.g. for copyright or exam security reasons), then a personal or witness statement can be used. Witness statements can be provided by peers or by senior colleagues. Email addresses for witnesses should be included on the statement.

Samples of student work that are included in the portfolio should be anonymised.

'Knowledge' can be evidenced by the inclusion of academic references in the reflective account, or by citation of relevant institutional/national policies. A list of references is expected at Fellow and Senior Fellow level. It is not a requirement for accreditation at Associate Fellow level but is highly recommended.

Recognised prior learning

Successful completion of TEAP related education, training and development activities can be used as evidence of professional knowledge and competencies in your application. This will need to be included in the portfolio of evidence and referred to in the RAPP, with an explanation as to how it relates to the relevant criteria.

Relating evidence to claims of competence

It must be clear in your reflective account which evidence in your portfolio supports which claim of competence in your RAPP. This can be accomplished in a number of ways, such as using hyperlinks or a citation system at appropriate places in your account.

To direct the assessor's attention to the relevant parts of a document (particularly longer documents), they should be annotated where appropriate with highlights and comments. Where this is not possible, consider referring in your written account to line or paragraph numbers in your documentary evidence.

All evidence submitted should meet the following criteria:

Validity:

- Does the evidence match the competency it claims to demonstrate?

Sufficiency:

- Is the evidence submitted complete?
- Is the evidence sufficient to accept performance as competent?
- Does the evidence show sufficient depth of professional activity as encompassed in the TEAP role descriptor?

Currency:

- Does the evidence reflect current, generally accepted TEAP practice?

Authenticity:

- Is the evidence the work of the practitioner?

Organising your portfolio

The portfolio must be organised clearly and coherently. It is recommended that you consider ease of access for the assessor when planning the structure of your portfolio.

Referee Statements

Associate Fellow candidates should provide one referee statement from an academic manager, TEAP trainer or mentor verifying the authenticity of the portfolio. Fellow and Senior Fellow candidates should provide two referee statements from colleagues who are familiar with their work, and who can comment expertly on their practice.

Referee statements provide:

- expert commentary on whether the candidate meets the role descriptor
- expert commentary on the evidence submitted
- testimony to the authenticity of the portfolio provided
- additional support to the practitioner's claim of competence.

There is no specified format for a referee statement. A statement should not exceed 500 words.

3.2 OBSERVATIONS

Observations of practice are one of the primary forms of evidence for your portfolio. All observations, feedback proformas and comments, if used for TEAP scheme purposes, must relate clearly to the TEAP criteria to enable the relevant competency to be evidenced. Documents and recommended processes for TEAP observations can be found at the end of this handbook in Appendices 3 and 4. Alternative observation forms (e.g. those normally used within your institution) may be used where the relationship to the TEAP criteria is made explicit.

TEAP accreditation requires submission of a minimum of 2 records of observations of current competent EAP practice as part of your portfolio. One of these observations must be conducted by a BALEAP trained observer. The second observation can be conducted by any competent EAP practitioner (such as a colleague or line manager).

For accreditations beyond your first (e.g. when applying for Senior Fellowship when you are already an accredited Fellow), you are only required to submit one further observation record, which can be conducted by any competent EAP practitioner. In such circumstances, you will be expected to include the original observation records in your portfolio of evidence and reflect in your written account on how the more recent observation record demonstrates your professional development since the original accreditation.

Observations typically provide evidence of the 'Teaching and Learning' criteria. All criteria must be evidenced for any one pathway, but not all criteria need be covered by the observation records. Documentary evidence can provide evidence of those competencies not supported by your observation records.

Any number of observation records from throughout your career can be included in a portfolio as evidence of your competencies. However, to establish the currency of your competent EAP practice, 2 observation records of no more than 2 years old must be included in your portfolio.

ETHICS

It is important to consider ethics as part of your professional practice. In terms of your TEAP accreditation application, this means ensuring you have any ethical approval necessary for any publicly disseminated scholarship or research you undertake personally and refer to as evidence in your application. This would need to be via your own institution's ethical approval committee.

Being ethical also importantly means that you gain student consent for use of any of their work as evidence for your Portfolio. If you do not have an institutional process for doing this, you may want to use the informed consent form provided in Appendix 6

Observer competence

Observations can be conducted by any competent EAP practitioner, including peers or line managers. Candidates are encouraged to engage in peer observations for developmental purposes where appropriate. To qualify for accreditation, at least one observation must be conducted by a BALEAP observer. Training in effective observation practices may take place from time to time online.

Conducting an observation

TEAP observations typically include 3 stages:

Stage	Purpose
Pre-observation	A discussion between observer and observee to contextualise the observation and align expectations. The length and format of this discussion will vary depending on context.
Observation	The activity provides material for discussion and reflection between observer and observee. An opportunity to demonstrate competence against the TEAP criteria.
Post observation	Reflection on the observation; identification of evidence in support of the TEAP competencies, and points for practitioner development.

EAP practice occurs in a range of contexts, and the approach to the observation and material observed may vary. Appendix 3 contains further information on types of observation which can provide evidence for your portfolio.

3.3: OBSERVATIONS: FAQs

How do I find an observer?

Observations of teaching take place as a matter of course at many institutions – these records can qualify in your portfolio as long as they make specific reference to the TEAP criteria. There can be significant developmental value in exchanging peer observations with colleagues – you may wish to explore the possibility of conducting these with colleagues at your institution.

At least one of your qualifying observations must be done by a BALEAP observer – ask a TEAP mentor to observe you or see if there is a recognised TEAP observer at your institution who can perform an observation for you as a CPD activity. If none are available, you can request an external observer by emailing teap@baleap.org, but a fee applies in this case to compensate the external observer for the hours of work involving in preparing and conducting the observation. Further details can be found in the appendices.

Can I use my old observation records in my TEAP portfolio?

Yes. You can include as many observation records as you wish in your portfolio as evidence of your competencies. However, at least 2 observations in your portfolio must have been completed within the last 3 years to demonstrate the currency of your EAP practice.

TEAP scheme

4. WRITING A REFLECTIVE ACCOUNT OF PROFESSIONAL PRACTICE

4.1 FEATURES OF A RAPP

The RAPP is a written account which:

i) Constitutes your claim of competence against the criteria of your intended pathway.
ii) Demonstrates reflection on your development as an EAP practitioner.
iii) Demonstrates how your knowledge and values inform your EAP practice.

The RAPP includes specific elements which differ from level to level. These elements are as follows:

Associate Fellow	Fellow	Senior Fellow
RAPP includes: An introduction providing the context within which the RAPP is situated. A **1500** word written account covering all values, knowledge, and activities at Associate Fellow level.	RAPP includes: An introduction providing the context within which the RAPP is situated. A **3000-3500** word written account covering all values, knowledge, and activities at Fellow level. Within the 3000-3500 words, candidates provide **1 case study** reflecting on the range, depth and impact of their professional expertise. Criteria not addressed in the case study are addressed in subsequent sections of the RAPP.	RAPP includes: An introduction providing the context within which the RAPP is situated. A **6000–6500-word** Reflective Account of Professional Practice covering all values, knowledge and activities at Senior Fellow level. Within the 6000-6500 words, candidates provide 2 **case studies** reflecting on the range, depth and impact of their professional expertise. At least one case study must involve academic leadership. Criteria not addressed in the case study are addressed in subsequent sections of the RAPP.

Those applying to become TEAP Mentors and / or Assessors should also include a short claim of competence for the optional unit and accompanying evidence. This claim will include the following:

4.2 ORGANISING YOUR RAPP

EAP practitioners perform a wide variety of roles in a range of contexts. Some variation in structure and approach to the reflective task is therefore expected.

a) Introduction

Your RAPP should include an introduction and a contents page. The introduction contextualises the account for the assessor and is not included in the wordcount of the RAPP but should be no longer than 500 words.

In your introduction, please specify:

- The context(s) in which your RAPP is situated and a brief account of your EAP/ELT experience.
- Your experience of EAP to date
- Your experience of any related work (e.g. ELT/ TESOL/ learning development/other forms of teaching)
- You might also want to include:
- Your learning through the process of assembling the evidence and writing the account.
- Future development suggested by your engagement with TEAP.

The main body of the RAPP is structured as a coherent narrative with a logical flow between paragraphs of text. Headings and subheadings can be valuable additions if they support this narrative structure.

Drafting your RAPP

Your RAPP case study (if applicable) and reflective account will reference specific criteria and the evidence document associated with each individual competency statement. The extracts below indicate the typical tone,

features, and style. Note that the sample extracts below include references to the former criteria used before this revision.

‘After some disappointing feedback from last year’s student cohort on the relevance of the course content, it was apparent that improved student engagement and acceptance was needed. Bearing in mind that the course was still seen as relevant and useful by management and AD tutors, it was decided that a more discipline specific focus would be adopted in terms of teaching writing and other study skills to foster improved engagement. In order to achieve this goal (D2:i), I liaised with subject tutors who taught Business themed courses, attempting to understand the ‘argument, structure and clarity’ (Lea and Street,1998) of written discourse, as well as taking this academic literacies (AL) approach to teaching essay writing, which makes students aware of the fact that ‘epistemological presumptions regarding academic disciplines are hidden beneath more technical attention to supposedly generic features of academic writing’ (Lea and Street,1989:167). I hoped that moving from a ‘Study Skills’ approach to a more specific AL or Academic Socialization one would bring the engagement that was needed.’

Sample RAPP 1: ‘Fellow’ level

'Other more recent tutorials required me to discuss the impact of a student's possible disability, to ensure adequate provision for that student 47 (KA1a). I have also had more recent discussions with a student with a visual impairment, following which I made sure to regularly produce slides with large font sizes 48 (KB1g). This revealed that minor changes in practice can facilitate equal opportunities, ensuring inclusion for all students. It is therefore important to be aware of the possibilities of such minor change 49 (KB1e, KB1f).'

Sample RAPP 2: 'Fellow' level

'Teaching on both, 5- and 6-week PEP EAP programmes while studying for PgCert TEAP awakened my critical thinking skills and, while I was becoming increasingly aware of the purpose of the assessments, it was suddenly easier to evaluate assessment instruments (C2 vi, C2d). According to Dunne (2015), in order to think critically, we must 'become involved', and I admit that this approach helped me reflect on my TEAP practice and, ultimately, continue to improve it, also with regards to giving appropriate feedback and feed-forward on student assessed performance, as evidenced in C2 iv, C2 v and C2h.'

Sample RAPP 3: 'Fellow' level

Writing your RAPP: Additional guidance

- Address the criteria in groups rather than individually by providing the knowledge and values that underpin your activities. This exemplifies reflective practice and helps to minimise duplication in your account. Note that the 'values' criteria will be threaded throughout the account and typically referenced several times.

- The reader of your RAPP is an experienced EAP practitioner. While you may need to define certain terms to address the 'knowledge' criteria, expect the reader to be familiar with typical EAP practices.

- The word count in your RAPP is limited, particularly at associate fellow level. Consider including the descriptive details of your context in the 'introduction' and as annotations to your evidence rather than the main body of the RAPP. This creates more space for reflection and claims of competence in the main body while providing context to the assessor outside the wordcount restrictions.

- Fellow and Senior Fellow RAPPs include citations of academic sources, and therefore require a list of references. A references list is highly recommended for Associate Fellow RAPPs.

- Your RAPP is a reflection on your own practice in context and is therefore personalised. Explore the rationales for your activities and evaluate the impact of your practice on others. Features such as personal pronouns, adjectives, causal language, and use of the past tense will typically feature throughout your reflective account:

Fellow Mentor /Assessor (for Fellow candidates)	Senior Mentor/Assessor (for Senior Fellow candidates)
500-600 words demonstrating your ability to: - guide others in their professional development. - evaluate competencies. - verify portfolio evidence. - assess portfolio-based evidence for accreditation purposes. Your account will cover all knowledge and activities in the 'Fellow Mentor' criteria (see section 2.4.4).	500-600 words demonstrating your ability to: - guide others in their professional development. - evaluate competencies. - verify portfolio evidence. - assess portfolio-based evidence for accreditation purposes. Your account will cover all knowledge and activities in the 'Senior Mentor/Assessor' criteria (see section 2.4.4).

Please ensure you provide supporting evidence (this may be included specifically for this section, or if examples are included in an earlier part of your application, these can be referred to).

Examples might include (but are not restricted to):

- Observation reports (redacted)
- CPD session materials/outlines
- CPD programme outlines
- Attendance at mentor training

Witness statements (confirmation of programmes/sessions you designed and delivered).

TEAP scheme

5. GETTING STARTED

5.1 GETTING STARTED WITH TEAP ACCREDITATION

To begin engaging with the TEAP scheme, the following steps are recommended:

Find a mentor.

A TEAP Mentor is an invaluable guide to navigating the accreditation process. Mentors work across the BALEAP network and there may be one available at your institution. A mentor can also be requested by contacting teap@baleap.org. Please note that the availability of mentors cannot be guaranteed. Full details of the mentoring process can be found in section 5.2. and the cost involved is detailed in Appendix 7.

Familiarise yourself with the criteria.

Annotate the criteria for your pathway: what evidence could you already provide to satisfy each criterion? What areas of development do the criteria suggest for you, and how might you engage effectively with these?

Engage with the EAP literature.

Build your EAP knowledge by reading EAP texts that inform selected aspects of the criteria. A variety of key EAP starter texts are available to equip you to develop as a practitioner. Find out what colleagues in your institution and across the BALEAP network are reading, and what they recommend as valuable reading material for your context.

Attend developmental events.

Attend BALEAP Special Interest Groups and TEAP events to build your competencies and collect evidence for the scholarship and development criteria. Consider getting involved with one of these groups or publishing a paper of your own.

Start your portfolio.

Create an easily accessible place to collect portfolio evidence you generate in the natural course of your EAP activities: a place where the materials you develop, samples of feedback you provide, and student feedback can be added regularly.

Plan your observations.

Schedule your qualifying observations with colleagues or your local BALEAP TEAP observer.

Set up a TEAP group at your institution.

If colleagues are also interested in pursuing TEAP accreditation, consider setting up a group to meet a number of times a year to discuss progress, peer review written work and provide support.

5.2 THE MENTORING PROCESS

Mentoring is a four-stage process supporting you towards TEAP accreditation. Each stage is an exchange with your mentor via email or a 1 to 1 meeting (including online via zoom or Teams). In these exchanges, your mentor will discuss your progress towards accreditation, and provide insight into collecting evidence, organising observations, writing your RAPP, and setting a realistic deadline for submission.

Please note that working with a mentor is not a guarantee that your TEAP application will be successful - their role is to provide guidance and support as you collect evidence and produce your application.

If you request your mentor to conduct a TEAP observation of your teaching, they may or may not be available to do so. Check first with your institution whether there is a local TEAP observer who can perform a TEAP observation without charge as part of your institution's professional development programme. If your mentor is external to your institution and agrees to observe your teaching, a fee will apply (see Appendix 7). This covers the mentor's time for a pre observation meeting with you, the observed lesson itself, a developmental post observation meeting with you, and the production of observation notes and feedback provided to you as evidence for your portfolio. If you would like your mentor to conduct a TEAP observation and a fee applies, please check with your institution whether they can cover the fee for you. If your mentor is unavailable to conduct an observation, please request an observer from the TEAP officer at: **teap@baleap.org**.

Your role as a mentee

To make the most of TEAP mentoring, prepare thoroughly for each consultation and take a lead role in setting the direction of your discussion. Please see the table below for the recommended preparation for mentees at each stage. Expectations can be discussed with your mentor in your first consultation.

In preparation for interim reviews, it is recommended that you batch questions and uncertainties into a single document for your mentor to read, rather than a series of short emails over time. This is simpler and creates greater focus for your discussion.

The table overleaf outlines the expected stages of the mentoring process

. Stage:	Purpose:	Mentee's preparation before this exchange:	Format
1: Initial consultation	**Set expectations of mentoring** **Set timescales** **Clarify task**	Read TEAP Handbook. Email mentor with: ● A short paragraph on your professional background and the accreditation level you are pursuing ● Your questions about the handbook or the task ● Your thoughts on timescale for your final submission. ● Proposed format & date for consultation- email or meeting?	email or meeting
2: Interim Review	**Review progress; address questions/ uncertainties**	Email mentor with: ● summary of progress (evidence collection, observations, RAPP writing) ● questions or uncertainties.	email or meeting
3: Review first draft of submission	**Identify areas for development**	Send draft RAPP to mentor	email
4: Prepare submission	**Identify areas for development**	Identify specific aspects or sections of portfolio or RAPP for mentor to review	email

TABLE 1: THE FOUR STAGES OF THE TEAP MENTORING PROCESS

TEAP scheme

6. ASSESSMENT

6.1 SUBMITTING YOUR PORTFOLIO FOR ASSESSMENT

Portfolios can be submitted at any time during the year via the BALEAP website at:
https://www.baleap.org/teap-accreditation/apply-for-teap-accreditation

Submissions are collected for assessment on 30th June and 30th November each year. Please note that the assessment and feedback process typically takes 3-4 months.

6.2 FEES

The assessment fees for submission are listed below. Please note the discounted rate for those with prior accreditation.

BALEAP Associate Fellow	BALEAP Fellow	BALEAP Senior Fellow
£60:00	£125:00 for direct entry £100:00 for existing Associate Fellows.	£150:00 for direct entry £125:00 for existing Fellows.

The previous chapter provides further details on the TEAP scholarship, which can provide financial support for a number of associate fellow candidates each year.

6.3 THE ASSESSMENT PROCESS

TEAP portfolios are assessed by accredited BALEAP Senior Fellows who have successfully completed the TEAP Mentor/ Assessor application. Assessment of Associate Fellow portfolios is carried out by a single assessor, and those at Fellow and Senior Fellow level are assessed by two assessors. The decision of the assessors is then subject to ratification.

We ask that all assessors and mentors sign up to the code of conduct in Appendix 5.

Developmental feedback is provided by the assessors on every submission. This feedback indicates areas of strength in the submission, as well as areas of the TEAP portfolio requirements, criteria, evidence, or written account that require further development.

6.3.1 REFERRED SUBMISSIONS

For candidates who do not meet accreditation requirements on submission, feedback indicating the areas of professional competency to prioritise for further development and/or portfolio submission requirements to work on, will be provided.

Where a submission for Fellow accreditation is referred, if the portfolio meets the requirements for Associate Fellow accreditation, then this will be awarded if appropriate.

Where a submission for Senior Fellow accreditation is referred, if the portfolio meets the requirements for Fellow accreditation, then this will be awarded if appropriate.

If a portfolio does not meet requirements due to minor omissions, the assessment panel will consider allowing an immediate resubmission. Where a candidate makes revisions to their work following this feedback, it is recommended that the modifications in the written account are highlighted to facilitate reassessment.

6.3.2 APPEALS

Candidates are strongly advised to have their portfolios reviewed by a TEAP Mentor prior to submission.

Resubmissions are not permitted within 12 months.

An applicant wishing to appeal must notify the TEAP Officer of this intention by email within 15 calendar days of receiving confirmation of the outcome (counting the day when confirmation was received). On receipt of the written appeal the TEAP Officer will invite comments from the assessors involved in the decision.

The appeal will be heard by an Appeals Committee consisting of:

- a TEAP assessor not already involved in the first assessment process.
- the Chair of BALEAP or the TEAP Officer
- a BALEAP member (not working at the same institution as the appellant, to be nominated by the appellant in consultation with the TEAP Officer)

The Appeals Committee will consider the following documents:

- full assessment feedback report
- full application documents
- any appeal documents submitted by the appellant.

The appellant may present their appeal in person or via an online meeting platform to the Committee. The Appeals Committee will meet within 90 days after receipt of the appeal in writing and make a written report. The appellant will be notified of the decision reached by the Appeals Committee and receive a copy of their report within 15 days of the hearing.

Certification

BALEAP maintains a public, online record of individual awards and accredited practitioner status. The complete list of TEAP Fellows and the institutions where they were based upon accreditation can be found at:

https://www.baleap.org/about-us/teap-fellows

APPENDIX 1: COMPARATIVE VIEW OF TEAP CRITERIA

The following tables show the TEAP criteria compared by pathway.

VALUES:

Professionalism	V1: You are committed to evidence-based practice within your professional context.
Development	V2: You value research, scholarship, and selective use of resources (such as technology) to enhance developmental activities.
Collaboration	V3: You value collaboration for learning and professional practice.
Inclusivity	V4: You respect individual learners' expectations and values, encourage participation in higher education, and promote equality of opportunity.

KNOWLEDGE & ACTIVITIES

A: Planning & Design		
Associate Fellow	**Fellow**	**Senior Fellow**
AP1: You articulate understanding of a range of characteristics of academic texts, such as rhetorical and discourse features beyond sentence level.	FP1: You demonstrate awareness of differences in the language and practices of academic communities, and their implications for course design.	SP1: You recognise the specific context of your institution and the differences in the languages and practices of discourse communities (such as academic disciplines), and the implications for course design.
AP2: You recognise a range of academic and professional attributes (such as critical thinking and autonomy).	FP2: You recognise a range of academic and professional attributes (such as critical thinking and autonomy).	SP2: You recognise a range of academic and professional attributes (such as critical thinking and autonomy).
AP3: You demonstrate awareness of strategies for processing and producing texts (oral or written).	FP3: You cite specific EAP theories (eg theories of language, text processing or text classification) and more general theories related to education.	SP3: You cite a range of theories and approaches relevant to planning an EAP course for a specific discourse community.
	FP4: You recognise the affordances and constraints of course design.	SP4: You recognise the affordances and constraints of course design.
	FP5: You demonstrate awareness of disciplinary differences or discourse features in teaching materials.	SP5: You cite procedures and considerations that facilitate the quality enhancement or redevelopment of a course for a specific discourse community.
		SP6: You articulate the purposes and practices of educational institutions.
AP4: You incorporate knowledge of textual features and processing strategies into lesson planning.	FP6: You apply theories of text & discourse analysis to materials design.	SP7: You (or those you lead) apply theories of text and approaches to discourse analysis to produce course materials for a specific community.
AP5: You select and adapt appropriate EAP materials and modes of delivery.	FP7: You design or adapt a series of lessons or learning resources which develop student literacy.	SP8: You lead or mentor colleagues in developing materials/ curricula that align with innovations in EAP.

AP6: You consider, anticipate and check student needs.	FP8: You use systematic needs analysis to inform your practice and that of colleagues.	SP9: You network within an institution to research target academic needs and practices for incorporation into programmes or courses.
	FP9: You incorporate development of academic or professional attributes into materials and/or course design.	SP10: You (or those you lead) apply knowledge of specific academic contexts to materials or learning resource design.
		SP11: You are involved in shaping the contexts within which EAP operates within or beyond your institution. (e.g. as an external examiner or on a learning & teaching committee)

B: Teaching & Learning		
Associate Fellow	**Fellow**	**Senior Fellow**
AT1: You articulate personal principles of EAP teaching and learning.	FT1: You draw on recognised theories of EAP teaching and learning.	ST1: You demonstrate a broad knowledge of EAP theories and academic contexts to inform EAP provision at institutional or sector level.
AT2: You articulate examples of student-centred EAP teaching techniques, and rationales for their use.	FT2: You articulate examples of student-centred EAP teaching techniques, and rationales for their use.	ST2: You articulate examples of student-centred EAP teaching techniques, and rationales for their use.
AT3: You recognise a range of EAP syllabus/course types.	FT3: You recognise a range of EAP syllabus/course types and how they influence the approach to teaching.	ST3: You recognise a range of EAP syllabus/course types and how they influence the approach to teaching.
T4: You adapt teaching or learning material for specific academic contexts or disciplines.		
T5: Your teaching aims to develop academic and professional attributes (such as critical thinking and autonomy).		
T6: You stage and scaffold your teaching of academic communication.		
T7: You integrate study skills and strategies explicitly into teaching.		
T8: Your teaching develops students' ability to navigate current or future educational contexts.		
T9: You use classroom assessment techniques to demonstrate learning and inform future teaching.		
T10: You raise awareness of discourse features in your teaching.		
T11: You train students to investigate the practices of a discipline.		
T12: You respond flexibly to unplanned learning opportunities.		
T13: You encourage a critical approach to knowledge building and transfer.		

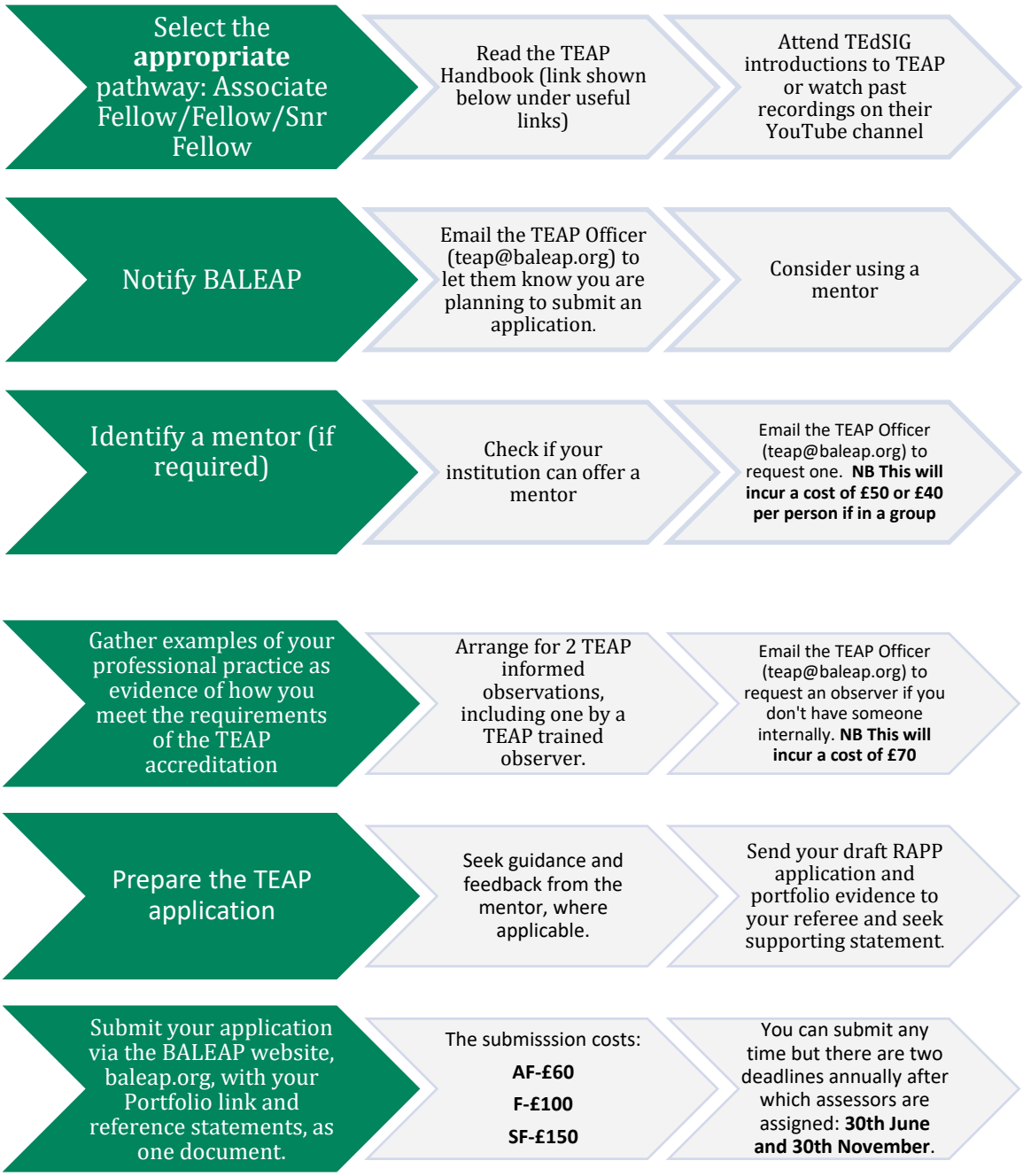
C: Assessment & Feedback		
Associate Fellow	**Fellow**	**Senior Fellow**
AA1: You articulate the difference between assessment of, as, and for learning.	FA1: You cite theory to show how EAP assessment and/or feedback practices drive learning.	SA1: You cite a range of theories relating to assessment and feedback, showing how they drive learning.
AA2: You recognise the principles of effective assessment and feedback delivery (such as use of marking criteria, consistency etc.).	FA2: You recognise relevant principles and institutional policies relating to assessment & feedback (such as ethical practices or respect for intellectual property).	SA2: You recognise how the institutional or sector wide context (e.g. Policies and practices) informs assessment and feedback**.**
AA3: you articulate the principle of constructive alignment.	FA3: You recognise constructively aligned EAP assessment or feedback practices and their relevance to students' current or future learning contexts.	SA3: You recognise constructively aligned EAP assessment or feedback practices and their relevance to students' current or future learning contexts.
AA4: You use the outcomes of assessment and feedback to inform your teaching.	FA4: You evaluate the effectiveness of assessment and feedback practices.	SA4: You (or those you lead) design appropriate EAP assessments or feedback processes which are underpinned by theory.
AA5: You develop students' assessment and feedback literacy.	FA5: You equip students to navigate current or future learning contexts through your assessment or feedback practices.	SA5: You (or those you lead) equip students to navigate current or future learning contexts through assessment or feedback practices.
	FA6: You use the outcomes of assessment and feedback to inform your teaching.	SA6: You lead or mentor colleagues effectively through processes of assessment or feedback.
		SA7: You share practice, research or ideas regarding assessment or feedback literacy within an institution or the sector.

D: Scholarship and Professional Development		
Associate Fellow	**Fellow**	**Senior Fellow**
AS1: You articulate approaches for gathering data to develop your teaching practice.	FS1: You articulate approaches for gathering data to develop your teaching and share knowledge with colleagues.	SS1: You cite theories and principles underpinning best practice in programme evaluation.
	FS2: You cite theories and principles underpinning best practice in scholarship of teaching and learning.	SS2: You cite theories and principles underpinning best practice in scholarship of teaching and learning.
		SS3: You cite relevant institutional or national data and its application to improve a course or programme.
AS2: You engage in professional development	FS3: You articulate clear goals for enhancing your professional practice.	SS4: You articulate clear goals for enhancing your professional practice.
AS3: You use observation findings and evaluation data to improve your EAP practice.	FS4: You integrate your own scholarship and research into practice.	SS5: You disseminate your own scholarship or research to inform teaching and learning practice in the sector.
	FS5: You contribute to colleagues' professional development.	SS6: You work with colleagues to improve an EAP course or programme implementation based on feedback.
	FS6: You use a variety of data sources to improve your EAP practice or that of colleagues.	SS7: You use a variety of data sources to contribute to the professional development of colleagues across the sector.

Optional: Mentor & Assessor (for Fellow & Senior Fellow candidates)

Fellow Mentor	Mentor & Assessor
M1: You articulate theories & approaches to teacher education.	M1: You articulate theories and approaches to teacher education.
M2: You cite principles of best practice in observations and feedback.	M2: You cite principles of best practice in observations and feedback.
M3: You demonstrate knowledge of professional standards in the sector.	M3: You demonstrate knowledge of professional standards in the sector.
M4: You mentor or guide colleagues for CPD purposes.	M4: You mentor or guide colleagues for CPD purposes.
M5: You undertake observations & provide feedback for colleagues' professional development.	M5: You undertake observations & provide feedback for colleagues' professional development.
M6: You deliver professional education, training, or developmental activities.	M6: You deliver professional education, training, or developmental activities.
	M7: You engage in portfolio-based mentoring, verification, and assessment for professional purposes.

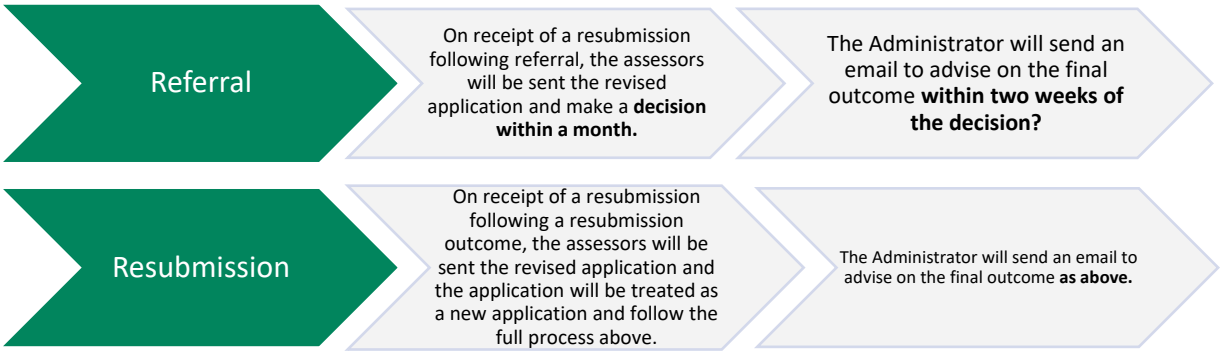
APPENDIX 2: BALEAP TEAP APPLICATION PROCESS



TEAP scheme

Assessors will be allocated to review the application in the **first week in July/November**	Assessors have access to applications they are reviewing via a shared Google Drive. The Administrator will upload the applications as they come in.	Assessors are notified of the assessor role they will undertake (First or Second assessor).
First Assessor (AF/F/SF)	Reviews application against relevant Criteria, completing a Reviewer Template.	Coordinates discussion of review recommendations with co-reviewer(s).
Second Assessor (F/SF)	Reviews application against relevant Criteria, completing a Reviewer Template	Discusses review recommendation with co-reviewer(s).
Where Assessors disagree on the outcome	A third reviewer is sought after which the majority view is taken as a decision.	Decisions go to panel
Ratification of outcomes	Panels will be held between **10th-20th October and 10th-20th February for June and November apps respectively**	Reviewers will submit finalised reviewer forms to the TEAP Officer **by 31st October (June apps) and 28th February(Nov apps).**
Outcome notifications There are three outcomes: Pass, Referral or Resubmission	Resubmissions- comprehensive re-write within **12 months from notification of outcome**. If it takes longer, a new application and payment are required.	Referrals indicate that the application has fallen slightly short of requirements and feedback will allow you to make changes **within two months of notification of outcome** *to* resubmit.

TEAP scheme



Useful Links

BALEAP Website

https://www.baleap.org/

TEAP Information

https://www.baleap.org/teap-accreditation/teap-resources

TEAP Handbook

https://www.baleap.org/downloads/teap/baleap-teap-handbook-2024-may-2025.pdf

BALEAP Fellows

https://www.baleap.org/about-us/teap-fellows

Where to submit your application

https://www.baleap.org/teap-accreditation/apply-for-teap-accreditation

APPENDIX 3: TEAP OBSERVATION PROCESS & DOCUMENTATION

Observation procedure

Observations should be developmental, thorough, and allow the candidate to demonstrate evidence of competence against the criteria, but do not necessarily have to follow the guidelines.

Material for observation

One of the main purposes of the TEAP observation is to provide opportunities for an observee to demonstrate their competencies in teaching and learning. Although suitable teaching material for observation will be clear for most practitioners, those with fewer classroom-based teaching responsibilities (or none) are encouraged to consider options beyond the traditional classroom to demonstrate their skills. Such options might include the candidate's involvement in:

- CPD sessions for staff
- EAP workshops or teacher training sessions
- 1 -1 tutorials or consultations with students
- Observations of other observers

Candidates wishing to engage in an observation covering one of the above are encouraged to discuss their plans with a potential observer, particularly how the observation would demonstrate evidence of the competencies in the 'teaching and learning' criteria.

TYPES OF OBSERVATION

The following are examples of types of observation that candidates may wish to engage in for their development and to supply evidence of their competencies for the TEAP portfolio.

Type	Description
Live Observation	A segment of teaching with the observer present. May take place in a classroom or online.
Recorded Observation	A video recording of a segment of teaching. A link to the recording may be sent to an observer to review asynchronously.

Blind Observation	The teaching itself is unseen. The practitioner outlines their aims and approach to a segment of teaching with an interlocutor in advance, then reflects on the outcomes of the lesson with the interlocutor in a post-teaching discussion. Blind observations may only be used for one of the qualifying observations, not both.

Below are some considerations for each of these observation types. Note that these are recommendations and alternative approaches may be more appropriate for your context.

3A: LIVE OBSERVATIONS

- The live observation is the most 'conventional' form of observation, characterised by the passive presence of the observer in the teaching space (either online or in person).
- The observation has a developmental focus: the observer aims to create a relaxed and exploratory environment rather than that of a formal interview.
- Lesson plans and materials are shared with the 'observer' in advance of the teaching.
- The pre-observation meeting contextualises the observation and identifies criteria that the observee aims to address, as well as pedagogical choices made during planning and their rationale. The pre-observation meeting template in Appendix 4 can be used to negotiate this discussion where both agree.
- The observer and observee agree on the length of time for the observation itself.
- The observer takes written notes during the observation. The observation criteria in Appendix 3 are recommended for this.
- The post observation discussion explores the outcome of the teaching and allows the observee to reflect on choices made. The observer discusses with the observee the competencies demonstrated in the teaching. Written feedback is supplied to the candidate after the post observation meeting to provide evidence for the TEAP portfolio.

3B: RECORDED OBSERVATIONS

- A recorded observation involves an observer viewing a recording of a candidate's teaching then discussing it with the candidate.

- The observee is responsible for obtaining students' consent to being recorded. It is recommended that verbal consent is gained in advance from each student that will feature on the recording.
- Observees are requested as standard to give consent for the recording to be added to the BALEAP library of EAP teaching observations. Where permission is granted for this, students will have their faces blurred out on the video to preserve anonymity. The consent slip for this is provided in Appendix 4D.
- Observer and observee should agree on an appropriate length for the recording, which must be long enough to provide evidence of competencies. An observer is not expected to watch more than 1 hour of a recording, and less is often appropriate. It is recommended that recordings include the aims of the session to provide context for the observer. If the observee wishes, recordings can be edited before being sent to the observer.
- Observees should ensure in advance that the quality of the recording is fit for purpose, particularly the sound quality. A test recording is recommended as poor-quality recordings may not offer sufficient evidence of competencies. Where a poor-quality recording is submitted for observation, observers may request an alternative recording.
- The observer must be satisfied of the identity of the teacher in the recording. Such verification is likely to happen as a matter of course in a pre-observation meeting.
- Materials and aims of the teaching segment should be shared with the observer in advance. Pre-observation discussions can also include consideration on what the recording will and will not capture.
- For recorded observations, the observer does not need to be present during the recording.
- Video recordings often capture less classroom activity than live observations. In particular, video may not capture student interactions, quiet conversations, or monitoring during group activities. What is not captured cannot be evidenced. However, not all of the criteria need to be evidenced in an observation.
- To meet the currency requirement for observations, the recorded teaching must be no older than 2 years. Older recordings are valid for inclusion as evidence in a portfolio, but will not count towards the requirement for 2 current observations.

3C: BLIND OBSERVATIONS:

- Blind observations occur when teaching is not observed directly but is discussed by the teacher and an interlocutor in advance of and after teaching takes place.
- Blind observations have a developmental focus: the observer aims to create a relaxed, exploratory environment rather than that of a formal process such as an interview.
- Lesson plans and materials are shared with the 'observer' in advance of the teaching. A pre-observation meeting takes place which focuses on aims and approaches to the lesson, as well as pedagogical choices made and underlying rationales. The pre-observation meeting establishes which TEAP criteria the observee aims to demonstrate in the teaching.
- Soon after teaching takes place, the observee and 'observer' meet to discuss the lesson, for an agreed amount of time to allow thorough reflection. The discussion explores aspects such as: choices made, the impact of the lesson; reflection on successful and less successful elements, and key developmental points. The observer notes the specific criteria TEAP identified in the pre-observation meeting and questions the observee to allow them to establish their competence against those criteria.
- The observer takes written notes during the discussion with a view to providing evidence for the candidate's TEAP portfolio.
- Following the discussion, a post observation meeting takes place during which the observer feeds back to the candidate regarding criteria that were successfully evidenced, points of interest, and specific areas for development. The observer shares written feedback with the candidate after the post observation meeting as evidence for their portfolio.
- Blind observations may only be used for one of the two qualifying observations, not both.

APPENDIX 4: BALEAP TEAP ACCREDITATION SCHEME: OBSERVATION DOCUMENTS

Observee:		**Observer:**		**Institution:**	
Stage: (*UG/PG/Foundation etc.)*		**Context:** *(Presessional/Insessional; online/F2F etc.).*		**Course/Module:**	
Focus: *(e.g. Intended Learning Outcomes)*				**Date & Time of observation:**	

4A: Pre-Observation Document (p1 of 2)

The first part of a TEAP observation is typically a pre-observation meeting to contextualise the observation and align expectations of observer and observee. Length and format of this meeting will vary depending on context.

The questions below can be used at your discretion as a framework for the pre-observation discussion. It is also recommended that the observee use the pre-observation to provide evidence of their competence in a range of the 'planning & design' TEAP criteria. A selection of these criteria for the different pathways are in the table overleaf.

Context

- What are the specific details of the class and the course? How have they influenced your planning?
- How will the observer access the session?
- What else would be valuable for the observer to know in advance?
- For a recording: are you happy for the recording to be used for educational purposes within BALEAP institutions? (students faces will be blurred)

Development

- What feedback have you had on observations in the past?
- What would make this observation developmental for you?
- What aspects of your practice do you want the observer to pay attention to? What might be valuable to discuss in the post-observation meeting?
- How else might you make use of the observation as a learning opportunity?

Criteria

- Which TEAP criteria would you like to evidence in this observation? How do you intend to do so?
- Which of the 'planning and design' criteria in the table overleaf can you provide evidence for in the pre-observation meeting?

Pre-observation document (p 2 of 2)

	Planning & Design criteria	Observer notes
Associate Fellow	**AP4:** You incorporate knowledge of textual features and processing strategies into lesson planning. **AP5:** You select and adapt appropriate EAP materials and modes of delivery. **AP6**: You consider, anticipate and check student needs.	
Fellow	**FP6:** You apply theories of text & discourse analysis to materials design. **FP7:** You design or adapt a series of lessons or learning resources which develop student literacy. **FP8:** You use systematic needs analysis to inform your practice and that of colleagues. **FP9:** You incorporate development of academic or professional attributes into materials and/or course design**.**	
Senior Fellow	**SP7:** You (or those you lead) apply theories of text and approaches to discourse analysis to produce course materials for a specific community. **SP8:** You lead or mentor colleagues in developing materials/ curricula that align with innovations in EAP. **SP9:** You network within an institution to research target academic needs and practices for incorporation into programmes or courses. **SP10:** You (or those you lead) apply knowledge of specific academic contexts to materials or learning resource design.	

4B: Observation Record (p1 of 2)

Criterion	Criterion	E/P/N	Observer comments
AV1/FV1/SV1	You are committed to evidence-based practice within your context.		
AV2/FV2/SV2	You value research, scholarship, and selective use of resources (such as technology) to enhance developmental activities.		
AV3/FV3/SV3	You value collaboration for learning and professional practice.		
AV4/FV4/SV4	You respect individual learners' expectations and values, encourage participation in higher education, and promote equality of opportunity.		
AT4/FT4/ST4	You adapt material for specific academic contexts/ disciplines.		
AT5/FT5/ST5	Your teaching aims to develop academic and professional attributes (such as critical thinking and autonomy).		
AT6/FT6/ST6	You stage and scaffold teaching of academic communication.		
AT7/FT7/ST7	You integrate study skills & strategies explicitly into teaching.		
AT8/FT8/ST8	Your teaching develops students' ability to navigate conventions and values of current or future educational contexts		
AT9/FT9/ST9	You use classroom assessment techniques to demonstrate learning and inform future teaching.		
AT10/FT10/ST10	You raise awareness of discourse features in your teaching.		
AT11/FT11/ST11	You train students to investigate the practices of a discipline.		
AT12/FT12/ST12	You respond flexibly to unplanned learning opportunities.		
AT13/FT13/ST13	You encourage a critical approach to knowledge building.		

Observation Record (page 2 of 2)

Criterion	Criterion	E/P/N	Observer comments
AA4	You use the outcomes of assessment and feedback to inform your teaching.		
AA5	You develop students' assessment and feedback literacy.		
FA4	You evaluate the effectiveness of assessment and feedback practices.		
FA5	You equip students to navigate current or future learning contexts through your assessment or feedback practices.		
FA6:	You use the outcomes of assessment & feedback to inform your teaching.		
SA4	You (or those you lead) design appropriate EAP assessments or feedback processes which are underpinned by theory.		
SA5	You (or those you lead) equip students to navigate current or future learning contexts via assessment or feedback practices.		
SA6	You lead or mentor colleagues effectively through processes of assessment or feedback.		
SA7	You share practice, research or ideas regarding assessment or feedback literacy within an institution or the sector.		
Observer summary & points for discussion in post observation meeting.			

4C: Post Observation Guidance

The post observation meeting provides an opportunity to:

- reflect on the outcomes of the observation.
- discuss points of note.
- identify evidence for the TEAP portfolio.
- identify action points for development.

Although these points are recommended for inclusion, the timing and structure of a post observation meeting will vary depending on context. To prepare for the post observation meeting, the following steps are recommended:

- Observee produces a short reflection on the lesson and shares this with the observer before the meeting.
- Observer notes points for discussion (particularly those highlighted in the pre-ob meeting) and compares with points shared by observee.

Post Observation: Observee's reflection.

What happened in the session? What went well? What could be improved? Write a reflection here and send to observer in preparation for your post observation meeting.

Post Observation: Observee's reflection

4D: Permission Slip - Observation Recording & Educational Usage

BALEAP is building a library of video recordings of EAP practice for use in educational and training material within the BALEAP network. Please have students sign this permission slip before the recording of a TEAP observation and email a link to the recording and the permission slip to the video archive via teap@baleap.org. Observees and students may choose to opt out of this at any time. Please sign and return this form to give your consent for this lesson to be added to the library of recordings.

Institution:	**Class:**	**Date & Time:**	**Description:**
As part of our teacher induction and education programmes, we would like to record your class. This recording will be used in teacher education programmes at this institution and other BALEAP member institutions. No reference to specific student identities will be made. Recordings will be stored in a fully secured location with access restricted to authorised use for teaching education purposes. They will not be made publicly available for other purposes.			

I confirm that I consent to this institution and members of other BALEAP institutions using the recording of this class for the purposes of teacher education and educational research.

Teacher Name:	**(please add any co-teachers here)**	**Date**
Student Name:	**Student Number (if appropriate)**	**Date**

(please add more rows for additional students).

If you have any queries about this form, please contact **teap@baleap.org.** If you wish to withdraw your consent at any time, please contact **teap@baleap.org.**

APPENDIX 5: BALEAP TEAP ACCREDITATION SCHEME: ASSESSOR CODE OF CONDUCT

Code of conduct for BALEAP TEAP Individual Accreditation

Scheme assessors, mentors, and observers.

TEAP criteria must be applied fairly and consistently. Assessors, mentors, and observers are

representatives of the BALEAP TEAP scheme and have access to privileged information.

Assessors, mentors, and observers must agree to all of the below, without exception:

Professional Standing

I will apply the criteria for assessments fairly and consistently.

I will represent BALEAP to the individual being assessed and ensure that observations and recommendations made reflect the ethos and regulations of BALEAP to the best of my ability.

I will demonstrate the highest standards of professionalism.

I will not share details of the assessment or application on social media platforms.

I will keep up to date with the assessment scheme by attending training as provided by TEAP (usually at least two meetings per year).

Confidentiality

I will respect confidentiality in terms of documentary information received or gleaned through meetings, conversations, and observations during the assessment process and through any related mentoring or observations I do.

I will securely dispose of all documentation (both electronic and paper) provided by the individual and the TEAP scheme on completion of any assessment report.

I will treat the conclusions and findings of the assessment report and information in it as confidential.

I will refrain from communicating any information concerning the assessment to any third parties either before or at any time after the assessment.

Travel for observations

I will confirm with the individual being assessed who will make the travel and accommodation arrangements, and honour these.

Expenditure should be agreed with the individual prior to making any arrangements; travel will only be arranged if there are no feasible alternative to arranging observations or mentoring remotely.

I acknowledge that travelling to any locations may involve some risk. I undertake to check with governmental travel advice and act on that advice. Arrangements can be cancelled at late notice if governmental travel advice changes.

I understand that in entering my name I am agreeing to comply with these terms when undertaking work as a TEAP Assessor, mentor, or observer.

Signature:

Email:

Date:

APPENDIX 6: BALEAP TEAP ACCREDITATION SCHEME: PERMISSION TO USE EXAMPLES OF WORK

PERMISSION TO USE THE EXAMPLES OF THE WORK FOR EDUCATIONAL PURPOSES

Institution:	Class:	Date & Time:	Description:

As part of my professional education and development, I am compiling a portfolio of work for the BALEAP TEAP Fellowship award. I would like to refer to work you have done in my portfolio. This will only be used in my portfolio and for no other purposes.

- No reference to specific student identities will be made- this means I will remove your name (or redact it/blank it out) and any information that identifies you (e.g., a student number). There will be no key and so your work will be anonymised.
- The examples of work will be stored in password protected cloud storage.
- The only people who will have access will be myself and those authorised to assess my work.
- They will not be made publicly available and not going to be used in research projects.

On the understanding that my work will be anonymised, I confirm that I consent to using the following examples of my work:

Class tasks	Yes/No
Written work	Yes/No
Recordings of lesson	Yes/No
Online forum/padlet posting	Yes/No

Teacher Name	(please add any co-teacher here)	Date

Student Name	**Student Number**	**Date**

APPENDIX 7: BALEAP TEAP ACCREDITATION SCHEME: SUMMARY OF COSTS

The assessment fees for submission are listed below. Please note the discounted rate for those with prior accreditation.

Assessment Fees		
BALEAP Associate Fellow	**BALEAP Fellow**	**BALEAP Senior Fellow**
£60:00	£125:00 for direct entry £100:00 for existing Associate Fellows.	£150:00 for direct entry £125:00 for existing Fellows.
Mentoring Fee		
Mentoring attracts a fee of £50.00 for all levels. Group mentoring is available, however, at a cost of £40.00 per person. See section 5.1 for more details.		
Observation Fee		
An external observation attracts a fee of £70.00, per observation, for all levels. See section 3.2 and 5.2 for more details.		

BALEAP

The global forum for **EAP** professionals