

Structure of Reflective Account of Professional Practice (RAPP)

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. (TEAP Handbook, p.32)

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..(TEAP Handbook, p.32)

The Reflective Account of Professional Practice (RAPP) is an argument (in the form of a coherent narrative supported by documented evidence) to justify the following claims:

Associate Fellow: 'I have reached a level of professional development and effectiveness to be able to apply, with a degree of support, the professional values and knowledge to competently plan and deliver effective EAP teaching, assessment and feedback'

Fellow: '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.'

Senior Fellow: '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.'

You can make your RAPP easier for an assessor to read (and, therefore, to assess) by providing headings and sub-headings for sections. These headings, listed in a contents page, should make explicit the logical flow of your argument.

Examples of RAPP structures chosen by candidates

Structures chosen by candidates for Associate Fellow, Fellow and Senior Fellow are shown on the following page.

Task For each of these, how has the candidate chosen to structure their narrative?

How easy would it be, in each case, for an assessor to assess the argument overall or to navigate to specific places in the narrative?

Associate Fellow

<p>Introduction</p> <p>Pre-sessional course 2019</p> <p>Pre-sessional course 2020</p> <p>International Foundation Programme 2020/21</p> <p>References</p>	<p>Introduction</p> <p>Lesson planning and design</p> <p>Assessment, feedback and professional development</p> <p>Conclusion</p> <p>References</p>	<p>Introduction</p> <p>Knowledge</p> <p>Planning and design</p> <p>Assessment, feedback</p> <p>Scholarship</p> <p>Activities</p> <p>Planning and design</p> <p>Assessment, feedback</p> <p>Scholarship</p> <p>References</p>
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Fellow

<p>Introduction</p> <p>Case Study</p> <p>Planning and Design</p> <p>Assessing learner needs</p> <p>Constructively aligning materials</p> <p>Teaching and Learning</p> <p>Assessment & Feedback</p> <p>Scholarship & (CPD)</p> <p>Conclusion</p> <p>References</p>	<p>Introduction</p> <p>Operationalising EAP</p> <p>Needs analysis</p> <p>Course design</p> <p>Materials</p> <p>Methodology</p> <p>Assessment and feedback</p> <p>Case study: Teaching ESAP to [subject] students</p> <p>Becoming an EAP practitioner</p> <p>References</p>	<p>Introduction</p> <p>Planning and Design</p> <p>Teaching and Learning</p> <p>Guiding and Assessing</p> <p>Scholarship and CPD</p> <p>Case study: Exploring Academic Practices in a CLIL on [subject]</p> <p>References</p>
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Senior Fellow

<p>Criteria audit</p> <p>Introduction</p> <p>Personal profile</p> <p>Cultural context</p> <p>Case study 1</p> <p>Curriculum etc</p> <p>Case study 2</p> <p>Team management etc</p> <p>Academic development</p> <p>Conclusion</p> <p>References</p>	<p>Introduction</p> <p>Case study 1 Academic leadership</p> <p>Case study 2 Course Design</p> <p>Reflective account</p> <p>Mentor/assessor claim</p> <p>References</p>	<p>Introduction</p> <p>Overview</p> <p>Case study 1</p> <p>Diagnosis</p> <p>Intervention etc</p> <p>Case study 2</p> <p>Diagnosis & intervention</p> <p>Evaluation etc</p> <p>Reflection on teaching practice etc</p> <p>References</p>
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Commentary on RAPP structures

Assessing how the candidate has chosen to structure their narrative and ease with which an assessor could assess the argument overall or navigate to specific places in the narrative.

Associate Fellow criteria on page 16

1. The candidate chose a chronological structure to locate evidence within different programmes. This structure was innovative as the Foundation Programme formed a case study of planning, teaching & assessment to evidence grouped competencies & values.
2. The candidate followed the layout of the competencies in the handbook, reading down each column. The conclusion reduces the available word count & is not required. Lack of detail in the general headings made it hard for an assessor to locate specific evidence.
3. The candidate followed the layout of the competencies in the handbook, reading across the rows & then down the columns. By not grouping the criteria (TEAP Handbook, p33) an opportunity was lost to exemplify reflective practice & minimise duplication.

Fellow criteria on page 18

1. The candidate provided detail in sub-headings to help an assessor navigate the RAPP. The conclusion reduces the available word count & is not required. TEAP Handbook page 32 suggests that the introduction – not part of the word count – can contain a reflective element. The case study is presented after the introduction. The remaining Reflective Account follows the layout of the competencies.
2. The candidate chose a novel structure – operationalizing EAP – within which to evidence their practice in some detail, followed by the case study of a specific module and their own professional development.
3. The candidate gave a brief set of headings, using the layout of the competencies, followed by the case study. This limited amount of detail in the headings does not make it easy for an assessor to locate specific claims or evidence.

Senior Fellow criteria on page 20

1. The candidate was able to evidence most competencies in the analysis of their cultural context & the case studies of their response to constraints within that context. Reflection should be presented in the introduction, not a conclusion. A particularly useful aspect of this RAPP was the criteria audit, which made the submission easy to assess.
2. The brief headings, lacking any detail, suggest a lack of awareness of the requirements for professional practice at Senior Fellow level.
3. The location of this RAPP within a distinctive professional activity required a different structure, foregrounding the case studies followed by a separate reflection on teaching. Each case study had detailed sub-headings to guide the reader.

Problems with structures

It is not clear where case studies start and stop

The narrative is unbalanced with gaps for some competencies and too much detail for others

The candidate has not addressed the criteria in groups. Grouping the criteria can demonstrate the knowledge and values that underpin activities.