**BALEAP**

The global forum for EAP professionals

**TEAP**
**Teaching English for Academic Purposes**

**Continuing Professional Development**

# ACCREDITATION SCHEME HANDBOOK

Academic Practices

TEAP Mentoring and Assessing

**EAP** Course Delivery

The Student

Professional Development, Research and Scholarship

Programme Development

*Facilitating the education, training and professional development of those involved in the teaching and scholarship of English for Academic Purposes (EAP) to enhance the student academic experience.*

## TEAP scheme

## ACKNOWLEDGEMENTS:

The hard work and contribution of the following to the development of the scheme is gratefully acknowledged:

*as TEAP Executive officers*;
2005-2007     Sandra Cardew
2007-2010     Olwyn Alexander
2010-2011     Julie King

2011-  present     **Garry Maguire**

*as TEAP Working Party members*;
Bee Bond, Sandra Cardew, Susie Cowley-Haselden, Nola Dennis, Maggie Ward Goodbody, Jenny Kemp, Steve Kirk, Carole Macdiarmid, Steve O'Sullivan, Anne Pallant, Mary Scott.

*as advisers and consultants;*
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*and as members of BALEAP;*
all those who contributed to the development of the scheme by responding to survey requests and participating in TEAP discussions.

# Finding out more about the TEAP Scheme and Sharing Practice

For further information on the scheme, for updates on the requirements and to make the most of the opportunities provided for related CPD support and collaborative development, please visit BALEAP's TEAP Scheme webpages at www.baleap.org

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# TEAP scheme

## CONTENTS

# INTRODUCTION

BALEAP supports the professional development of those involved in learning, teaching, scholarship and research in EAP through its course and practitioner accreditation schemes, Professional Issues Meetings (PIMs) and biennial conference and through the work of its sub-committees and working parties.

BALEAP has developed the TEAP practitioner competency framework and accreditation scheme to enhance the quality of the student academic experience through facilitating the education, training, scholarship and professional development of those in the sector.

## SCHEME AIMS

| The scheme provides the profession with: | The scheme provides individuals with a: |
| --- | --- |
| • a description of the range of professional knowledge, values, competencies and professional activities undertaken by EAP practitioners during their career<br>• a reference document for professional dialogue and development across the sector<br>• a syllabus for planning novice EAP tutor induction<br>• a syllabus for EAP teacher education course design<br>• a tool for mentoring continuing professional development<br>• a means to identify and prioritise areas of learning and teaching practice for enhancement<br>• a tool to inform recruitment and selection process<br>• a focus for teaching observation purposes<br>• a means of raising awareness to the professional standards of the profession both within institutions and across the wider education sector. | • a roadmap for career development and progression<br>• a detailed guide to plan personal professional development<br>• a support for collaborative, peer enhancement of learning & teaching<br>• professional recognition and accreditation<br>• a means to target career advancement<br>• a means to increase employability. |

## SCHEME DEVELOPMENT

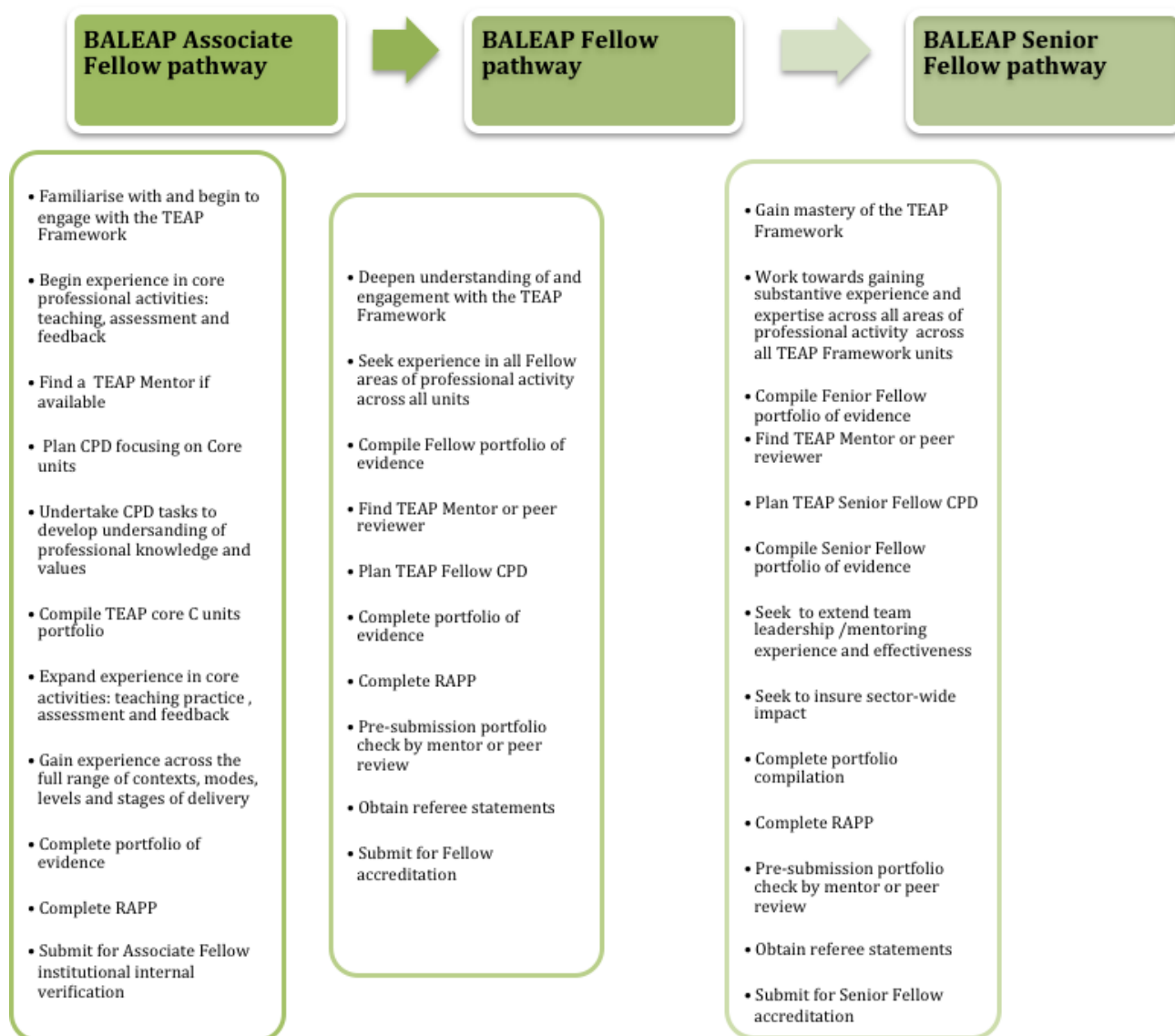The TEAP accreditation scheme has been informed by and developed through:

• surveys of EAP practitioners

• on-going discussion across BALEAP

• consultation with experts in the field

• a study of parallel schemes such as the UKPSF

• the work of the TEAP working party

• an 18 month pilot scheme.

# THE TEAP SCHEME ACCREDITATION PATHWAYS

*The scheme offers the following continuing professional development pathways:*

| BALEAP | Typical candidate | TEAP Pathways | TEAP Practitioner role descriptors |
|---|---|---|---|
| **Recognised Associate Fellow** | *A teacher in the early stages of their TEAP experience* | *through working towards successful completion of a portfolio of evidence covering all framework competencies in the* **core Programme Delivery TEAP framework units:** *Teaching Practice and Assessment & Feedback.* *and completing a Recognised Fellow Reflective Account of Professional Practice.* | A practitioner who has reached a level of professional development and effectiveness to be able to apply, with a degree of support, the core professional knowledge, understanding and values to competently deliver effective EAP teaching, support, assessment and feedback. |
| **Accredited Fellow** | *An experienced TEAP practitioner with substantive teaching and student support responsibilities* | *through working towards successful completion of a portfolio of evidence covering the Fellow competencies in* **all TEAP framework units** *and a Fellow Reflective Account of Professional Practice* | A practitioner who is able to apply with a high level of autonomy and achievement the full range of professional knowledge and understanding, values and competencies, to effectively deliver EAP provision of a high quality whilst engaging in professional development and scholarship to inform their own practice. |
| **Accredited Senior Fellow** | *A TEAP practitioner with sustained experience across all areas with extensive experience of course design, management, professional development or related areas and can demonstrate team leadership and or mentoring expertise with impact at departmental and institutional level and beyond.* | *through working towards successful completion of a full portfolio of evidence covering* **all** *Fellow and Senior Fellow competencies in* **all TEAP framework units** *and a Senior Fellow Reflective Account of Professional Practice* | A practitioner who is able to apply with complete autonomy, sustained achievement and success and high quality, with significant impact on the work of others: the full range of professional knowledge, understanding, values and competencies, to design, deliver and manage effective EAP teaching, support, assessment and feedback and to exploit, design and develop courses, whilst engaging in and disseminating professional development, research and scholarship to lead teams and enhance the practice of others within and beyond their institution across the sector. |

# CONTINUING PROFESSIONAL DEVELOPMENT: PATHWAY GUIDANCE

**BALEAP Associate Fellow pathway** → **BALEAP Fellow pathway** → **BALEAP Senior Fellow pathway**

**BALEAP Associate Fellow pathway**

- Familiarise with and begin to engage with the TEAP Framework
- Begin experience in core professional activities: teaching, assessment and feedback
- Find a TEAP Mentor if available
- Plan CPD focusing on Core units
- Undertake CPD tasks to develop undersanding of professional knowledge and values
- Compile TEAP core C units portfolio
- Expand experience in core activities: teaching practice, assessment and feedback
- Gain experience across the full range of contexts, modes, levels and stages of delivery
- Complete portfolio of evidence
- Complete RAPP
- Submit for Associate Fellow institutional internal verification

**BALEAP Fellow pathway**

- Deepen understanding of and engagement with the TEAP Framework
- Seek experience in all Fellow areas of professional activity across all units
- Compile Fellow portfolio of evidence
- Find TEAP Mentor or peer reviewer
- Plan TEAP Fellow CPD
- Complete portfolio of evidence
- Complete RAPP
- Pre-submission portfolio check by mentor or peer review
- Obtain referee statements
- Submit for Fellow accreditation

**BALEAP Senior Fellow pathway**

- Gain mastery of the TEAP Framework
- Work towards gaining substantive experience and expertise across all areas of professional activity across all TEAP Framework units
- Compile Fenior Fellow portfolio of evidence
- Find TEAP Mentor or peer reviewer
- Plan TEAP Senior Fellow CPD
- Compile Senior Fellow portfolio of evidence
- Seek to extend team leadership /mentoring experience and effectiveness
- Seek to insure sector-wide impact
- Complete portfolio compilation
- Complete RAPP
- Pre-submission portfolio check by mentor or peer review
- Obtain referee statements
- Submit for Senior Fellow accreditation

The TEAP scheme is designed to be *developmental*, *reflective* and *supportive* in nature.

It is *developmental* as practitioners enter the profession and while increasing their professional knowledge, understanding and values, gain experience while working towards specific competencies. Over their career they compile a portfolio to record and evidence their professional practice.

It is *reflective* as practitioners complete a Reflective Account of Professional Practice to explore their practice and justify how they have met their target TEAP role descriptor.

It is *supportive as* the scheme encourages TEAP mentoring to be undertaken as part of institutional continuing professional development. This is achieved through the scheme's integrated institutional verification and through BALEAP Senior Fellow Mentor accreditation.

## ELIGIBILITY

The scheme is open to all individual members of BALEAP. As the global forum for EAP professionals, BALEAP recognizes that practitioners work in a range of organization types and educational contexts, with a variety of contractual situations and work roles. The scheme therefore aims to be inclusive of all practitioners in pursuing its mission of facilitating the professional development of those involved in the teaching and scholarship of English for Academic Purposes.

The Associate Fellow recognition pathway is open to all individuals working in or

formally associated with BALEAP institutional member institutions.

The Fellow and Senior Fellow accreditation pathways are open to all individual and institutional members.

*It is expected that those undertaking a professional development pathway towards Associate Fellow recognition or towards Fellow or Senior Fellow accreditation are experienced teachers of English who meet the teacher education and training requirements of their institution, their education sector and of their regional authorities.*

## RECOGNITION, ACCREDITATION AND ASSESSMENT

The TEAP scheme is managed by the BALEAP Accreditation Scheme Committee (BASC).

●

**BALEAP Associate Fellow recognition** is through submission of a portfolio for internal verification by a recognised TEAP CPD member institution. During Phase 1 of the scheme, EAP course assessors and TEAP working party members who have completed the TEAP portfolio assessment training or the TEAP Assessor unit are eligible to internally verify institutional BALEAP Associate fellow portfolios.

The institutional verifier of an Associate Fellow portfolio should be a BALEAP Senior Fellow and have completed the TEAP Assessor unit or assessor training. Where no accredited internal verifier is available, the institution may arrange for verification by an external Senior Fellow Assessor. Any contract entered into would be between the institution and the assessor.

*Individual members*, not currently employed in a member institution, are eligible for the

● Associate Fellow pathway through either formal affiliation with a member institution or with a

recognised BALEAP mentor and assessor for the purposes of portfolio verification. Any contract entered into would be between the institution and the assessor.
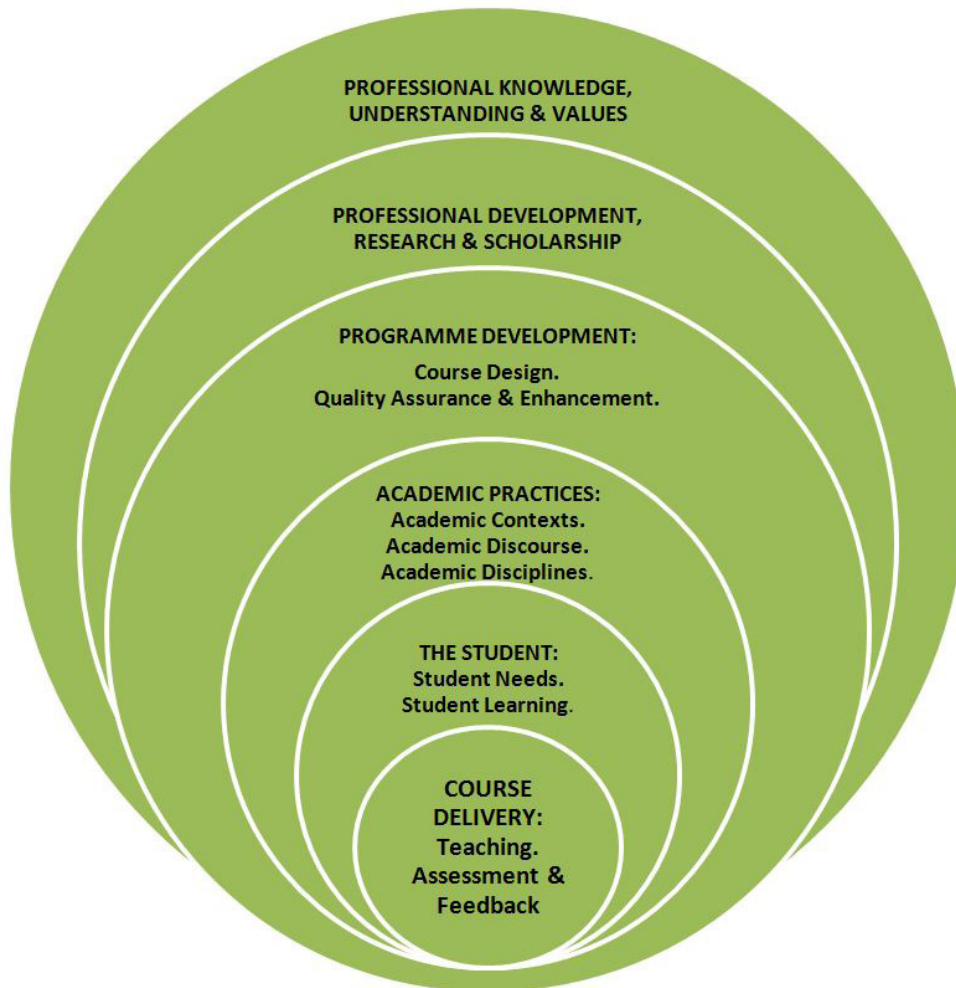
Institutional verification is subject to subsequent ratification by the BALEAP Accreditation Scheme Committee (BASC), which monitors institutional TEAP portfolio assessment standards.

**BALEAP Fellow and Senior Fellow accreditation** is through submission of portfolio for assessment by the BASC.

*Portfolio assessment is by 2 accredited TEAP assessors and their decision is then subject to subsequent ratification by the BASC who oversee the standards of the overall scheme and moderate the assessment of all portfolio submissions.*

*A TEAP assessor must be an accredited BALEAP Senior Fellow and have completed the TEAP Mentor and the TEAP Assessor unit.*
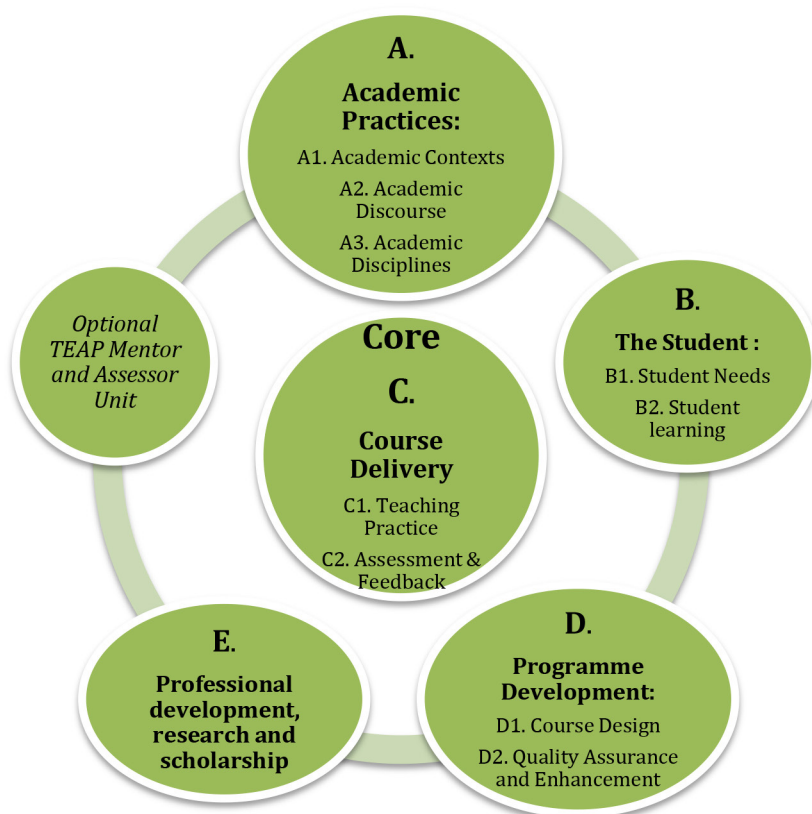
# THE TEAP COMPETENCY FRAMEWORK EXPLAINED



PROFESSIONAL KNOWLEDGE,
UNDERSTANDING & VALUES

PROFESSIONAL DEVELOPMENT,
RESEARCH & SCHOLARSHIP

PROGRAMME DEVELOPMENT:
Course Design.
Quality Assurance & Enhancement.

ACADEMIC PRACTICES:
Academic Contexts.
Academic Discourse.
Academic Disciplines.

THE STUDENT:
Student Needs.
Student Learning.

COURSE
DELIVERY:
Teaching.
Assessment &
Feedback

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

The diagram above shows how TEAP practice is grouped in the framework into the general areas of professional activity: Professional Development, Research & Scholarship; Programme Development; Academic Practices, The Student and Course Delivery.

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..

All of the areas of practice in turn, inform the core professional activities involved in course delivery of Teaching and Assessment & Feedback.

The TEAP Competency Framework has at its heart the student academic experience.

This is reflected in its design through specification in the **Core Course Delivery C** units, of the professional knowledge, understanding and values underpinning the competencies required for effective course delivery through successful *Teaching Practice, Assessment & Feedback*. The skill of evaluating, reflecting on and enhancing one's own practice is integrated within these core units.

All other areas of TEAP professional activity contribute to facilitating an academic experience of the highest quality. The 3 **Academic Practices** A Units specify the specialist knowledge and values underlying the EAP subject discipline itself. These include extensive familiarity with the *Academic Contexts* (A1) within which TEAP practitioners work and that students study in. They also include specialist knowledge of *Academic Discourse* (A2) and of the practices of other subject-specialist communities in *Academic Disciplines* (A3). The student is the focus of the B Units where the importance of *Student Needs* (B1) and *Student Learning* (B2) and their application to practice is reflected. The **Programme Development** D Units are where expertise at the level of *Course Design* (D1) is specified with associated professional competencies in this area of activity listed. The on-going processes associated with evaluating and improving practice at course or programme level is detailed in the *Quality Assurance and Enhancement unit* (D2). The E Unit is where knowledge and values associated with **Professional Development Research and Scholarship** are listed and their on-going contribution to the enhancement of TEAP practice is specified in the competency statements.

For those practitioners who aim to contribute to enhancing the student academic experience through supporting the development of others, the optional **TEAP Mentor and Assessor** unit can be worked towards.

The general areas along with the specific areas and a professional practice descriptor for each of these, are listed overleaf.

# THE COMPETENCY FRAMEWORK UNITS AND AREAS OF PROFESSIONAL PRACTICE DESCRIPTORS

| A Units | Academic Practices | an EAP practitioner will: |
|---|---|---|
| A1 | Academic contexts | have sufficient knowledge of the organizational, educational and communicative policies, practices, values and conventions of tertiary education to operate successfully in such academic environments. |
| A2 | Academic discourse | have a high level of systemic language knowledge including knowledge of genre and discourse analysis. |
| A3 | Academic disciplines | be able to recognize, explore and apply to their professional practice, knowledge of disciplinary differences and how they influence the way knowledge is expanded and communicated. |
| **B Units** | **The Student** | **an EAP practitioner will:** |
| B1 | Student Needs | understand and apply knowledge of students' prior learning experiences, their expectations, their personal, linguistic and academic needs and the academic literacy requirements of their target academic situation. |
| B2 | Student Learning | understand the relevance of individual differences to practice and the role and importance of critical thinking and autonomy in academic contexts and will employ tasks, processes and interactions that enable students to develop these. |
| **C Core Units** | **Course Delivery** | **an EAP practitioner will:** |
| C1 | Teaching practice | be familiar with the approach, methods and techniques of communicative language teaching, be able to locate these within an academic context and apply these to the design and planning of learning activities and to teaching the language and skills required by academic tasks and processes. |
| C2 | Assessment and feedback practice | be able assess academic language and skills competence using appropriate formative and summative assessment and provide appropriate feedback. |

| D Units | Programme Development | *an EAP practitioner will:* |
|---|---|---|
| D1 | Course design | *understand the main types of language syllabus and will be able to deliver and transform a syllabus into a course or programme that addresses students' needs in the academic context within which the EAP provision is located.* |
| D2 | Quality Assurance & Enhancement | *be able to use, design and implement a range of quality assurance and enhancement instruments and utilize results to inform development of own teaching practice, course quality and the student academic experience.* |
| E Unit | **Professional Development, Research and Scholarship** | *an EAP practitioner will:* |
| E | | *recognize the importance of applying to their practice the standards expected of students and other academic staff whilst engaging individually and collaboratively in continuing professional development, research and scholarship in the TEAP discipline.* |

| Optional Unit | TEAP Mentor & Assessor | *A TEAP Mentor will be able to guide others in their continuing professional development, evaluate competencies and verify portfolio evidence.* <br><br> *A TEAP Assessor will be able to evaluate EAP training & development provision for BALEAP award accreditation purposes and assess portfolio-based evidence for BALEAP practitioner accreditation purposes.* |

# THE COMPETENCY FRAMEWORK UNITS EXPLAINED

*Each individual area of professional activity is organised for ease of use as follows :*

*The knowledge, understanding and values underpinning the area of professional activity and which inform and are applied to practice.*

*The general descriptor for this area of professional practice.*

*A suggested list of types of documentary portfolio evidence for each competency. Other types may also be valid.*

*The competencies to develop to meet BALEAP Fellow requirements.*

## A2. Academic Discourse

*An EAP practitioner will have a high level of systemic language knowledge including knowledge of genre and discourse analysis:*

| Professional Knowledge & Values: A2 | Fellow Areas of Activity competence in: A2F | Indicative evidence: A2F |
|---|---|---|
| a. approaches to text classification, e.g. theories of genre and text type<br><br>b. the core characteristics of academic compared to non-academic discourse<br><br>c. the range of genres and types of texts existing in academic contexts<br><br>d. the nature of texts including discourse features and sub-technical vocabulary enabling practitioners to process and utilize texts without being subject specialists:<br><br>e. grammar and syntax at the level of phrase, clause and sentence:<br>i. discourse features beyond the sentence<br>ii. cohesion and coherence<br>iii. semantics and pragmatics | i. selecting academic texts for teaching purposes<br><br>ii. applying theories of text and discourse analysis to text exploitation<br><br>iii. integrating academic discourse into lesson plans and task design. | i. Example text selection with rationale<br><br>ii. Sample text analysis<br><br>iii. Sample self-produced, text-based lesson plan and materials with rationale |
| | **Senior Fellow** Areas of Activity competence in: A2SF | Indicative evidence: A2SF |
| | i. applying theories of text and discourse analysis to materials design<br><br>ii. applying theories of text and discourse analysis to syllabus design<br><br>iii. applying theories of text and discourse analysis to assessment design at course level | i. Self-developed materials<br><br>ii. Self-developed syllabus<br><br>iii. Sample personally devised assessment tools |

*The competencies to develop to meet BALEAP Senior Fellow requirements.*

*The competency and evidence reference. This would be A2SFi.*

*Note that one item may serve as evidence for a number of competencies in the same or in other units.*

# The Core Units:

*The two core units also have a list of possible tasks useful to develop professional knowledge and explore values. Other tasks may be equally appropriate. These could also serve as portfolio evidence, which is a requirement for the core units.*

*Core units also have a requirement that the areas of professional activity are performed in a range of contexts.*

**C2.    Assessment and Feedback Practice**
*An EAP practitioner will be able assess academic language and skills competence using appropriate formative and summative assessment and provide appropriate feedback:*

| Professional Knowledge & Values: C2 | Example CPD Tasks and Indicative Evidence: | Core Professional Areas of Activity Competence in: | | Indicative Evidence C2 | Range requirement: |
|---|---|---|---|---|---|
| a.  the purpose, structure, use and relevance of international proficiency tests e.g., IELTS and TOEFL in an academic context | a. A critical comparison of several international test specifications and their uses | i. | delivering appropriate modes of assessment | i. Personal statement justifying assessment instrument | |
| b. the range of assessment required in tertiary institution academic subject contexts | b. Sample assessments and descriptive statement | ii. | linking assessment outcomes to inform teaching and learning in EAP | ii. 2 Lesson plana with statement on assessment alignment | **Types**: *Any 3 of:* |
| c. different modes and purposes of EAP specific assessment | c. Comparison of example EAP assessments with statement on uses | iii. | implementing principles of standardization, moderation, exam administration and invigilation | iii. Witness Statement on the application of marking criteria to assessment instruments | Writing |
| d.  principles of valid and reliable EAP assessment design and marking criteria | d. Comparison and critique of example assessments | iv. | applying marking criteria consistently and to agreed standards | iv. Samples of graded assessments | Speaking Listening Reading |
| e. the link between assessment content and procedures to student needs and academic studies | e. Learner group profile and test specification statement | v. | giving appropriate feedback and feed-forward on student assessed performance | v.  Feedback samples and critique | Study Skills Integrated |
| f.  the principles, procedures and best practice in feedback and feed-forward approaches to assessment | f. Institutional feedback policy guidelines and personal statement on own practice. | vi. | evaluating assessment instruments | vi. Example evaluation | |
| g.  The range of and use of learning technologies in assessment and feedback | g. Comparative evaluation of learning technology options or **Recognised Prior Learning** | vii. | using the results of assessment to inform teaching | vii. Sample results and evidence of action | |

*Successful completion of recognized TEAP education and training courses as evidence for core C units professional knowledge and values.*

**Note that one item may serve as evidence for a number of competencies in the same or in other units.**

# A    ACADEMIC PRACTICES
## A1.    ACADEMIC CONTEXTS

*An EAP practitioner will have sufficient knowledge of the organizational, educational and communicative policies, practices, values and conventions of tertiary education to operate successfully in such academic environments.*

| Professional Knowledge & Values: A1 | Fellow Area of Activity competence in: A1F | Indicative evidence: A1F | Senior Fellow Area of Activity competence in: A1SF | Indicative evidence: A1SF |
|---|---|---|---|---|
| a. the wider context in which tertiary education institutions operate, changes in this environment and the implications for TEAP practice (e.g. Disability Discrimination Act, employability, national access to education policy) | i. applying knowledge of norms, conventions and values of non-EAP tertiary education course delivery to inform own teaching practice | i. a range of lesson plans targeting different academic context needs | i. applying knowledge of the full range of academic contexts to materials and learning resource design | i. A range of self-produced lesson material with rationales |
| b. norms, conventions and values in relation to tertiary education course delivery: <br> i. course structure   ii. teaching and learning <br> iii. staff/student communication | ii. applying knowledge of tertiary education modes of knowledge communication to teaching materials exploitation | ii. a range of self-selected and adapted materials | ii. applying knowledge of the full range of academic contexts to inform, support and develop the practice of other practitioners | ii. Meeting minutes <br> CPD delivery records <br> Lesson observation feedback |
| c. modes of knowledge communication and publication including: <br> i. print media   ii. electronic media <br> iii. oral genres (e.g. lectures, seminars, conferences) <br> iv. face-face, blended, distance mode | iii. applying knowledge of tertiary education norms, conventions and values to assessment and feedback practice | iii. A range of sample assignments and feedback | iii. applying knowledge of the full range of academic contexts to develop the provision of EAP at a departmental, institutional level or across the sector. | iii. Internal communications <br> New course design project <br> Record of dissemination. |
| d. norms, conventions and values across the sector in: <br> i. assessment   ii. feedback | iv. applying knowledge of norms, conventions and values of institutional policies to own practice | iv. Witness statement | | |
| e. policies across the sector relating to: <br> i. ethical practices and academic conduct <br> ii. intellectual property   iii. disciplinary procedures | v. referring students to academic and non-academic support systems | v. email communication <br><br> Witness statement | | |
| f.   student support systems | | | | |
| g. institutional values and their implications for professional practice relating to: <br> i. equality of opportunity   ii. sustainability <br> iii. internationalisation | | | | |

## A2. ACADEMIC DISCOURSE

*An EAP practitioner will have a high level of systemic language knowledge including knowledge of genre and discourse analysis.*

| Professional Knowledge & Values:<br>A2 | Fellow Area of Activity competence in:<br>A2F | Indicative evidence:<br>A2F | Senior Fellow Area of Activity competence in:<br>A2SF | Indicative evidence:<br>A2SF |
|---|---|---|---|---|
| a. approaches to text classification, e.g. theories of genre and text type<br><br>b. the core characteristics of academic compared to non-academic discourse<br><br>c. the range of genres and types of texts existing in academic contexts<br><br>d. the nature of texts including discourse features and sub-technical vocabulary enabling practitioners to process and utilize texts without being subject specialists:<br>i. discourse features beyond the sentence<br>ii. cohesion and coherence<br>iii. semantics and pragmatics<br><br>e. grammar and syntax at the level of phrase, clause and sentence | i. selecting academic texts for teaching purposes<br><br>ii. applying theories of text and discourse analysis to text exploitation<br><br>iii. integrating academic discourse into lesson plans and task design | i. Example text selection with rationale<br><br>ii. Sample text analysis<br><br>iii. Sample self-produced, text-based lesson plan and materials with rationale | i. applying theories of text and discourse analysis to materials design<br><br>ii. applying theories of text and discourse analysis to syllabus design<br><br>iii. applying theories of text and discourse analysis to assessment design | i. Self-developed materials<br><br>ii. Self-developed syllabus<br><br>iii. Sample assessment |

## A3. ACADEMIC DISCIPLINES

*An EAP practitioner will be able to recognize, explore and apply to their professional practice, knowledge of disciplinary differences and how they influence the way knowledge is expanded and communicated.*

| Professional Knowledge & Values: A3 | Fellow Area of Activity competence in: A3F | Indicative evidence: A3F |
|---|---|---|
| a. academic discourse communities and how membership and full participation is achieved<br><br>b. discipline-specific academic skills and language<br><br>c. discipline-specific academic genres, their functional and rhetorical features and the audiences of these academic texts<br><br>d. the importance of evidence-based reasoning and common modes of research in the academic disciplines<br><br>e. a knowledge of, a commitment to and respect for learners from diverse disciplinary communities | i. researching discipline specific academic skills and language for teaching purposes<br><br>ii. adapting pedagogic materials for specific disciplines<br><br>iii. raising student awareness to discourse features of texts in their disciplines through a series of lessons. | i. Internal communications with subject specialists. Language research results.<br><br>ii. A discipline specific lesson plan adapted from in-house/ published materials with rationale<br><br>iii. At least 2 discipline-specific lesson plans with text focused materials and rationale. |
| | **Senior Fellow Area of Activity** competence in: **A3SF** | Indicative evidence: **A3SF** |
| | i. creating pedagogic materials for specific disciplines<br><br>ii. training students to investigate the practices of their disciplines<br><br>iii. planning, delivering and evaluating a discipline-specific course and develop this through discipline-specific quality enhancement procedures<br><br>iv. leading teams and / or mentoring colleagues in the application of knowledge of disciplinary differences to practice. | i. Self-developed materials<br><br>ii. Self-developed Materials Lesson observation feedback<br><br>iii. Course description, pedagogic materials, feedback and evaluation results with relevant reports<br><br>iv. Witness statement |

# B   THE STUDENT

## B1.   STUDENT NEEDS

*An EAP practitioner will understand and apply knowledge of students' prior learning experiences, their expectations, their personal, linguistic and academic needs and the academic literacy requirements of their target academic situation.*

| Professional Knowledge & Values: B1 | Fellow Area of Activity competence in: B1F | Indicative evidence: B1F | Senior Fellow Area of Activity competence in: B1SF | Indicative evidence: B1SF |
|---|---|---|---|---|
| a. the theory and practice of student needs | i. using the results of a principled and systematic analysis of the gap between students' competence and what they need for academic study to inform own teaching practice | i. Sample needs analyses and results<br><br>Lesson plans | i. designing academic literacy needs and target situation analyses to inform course design | i. 2 self-produced needs and target situation analysis instruments |
| b. the prior learning, expectations and values that students are likely to bring from their original learning cultures | | ii. Lesson plans<br><br>Observation feedback sheets | | ii. CPD or management records |
| c. the language competence, educational values and roles necessary for participation in and engagement with the target learning culture | ii. planning sessions or learning resources appropriate to the language competence level, stage and level of studies of learners | iii. Lesson observation feedback sheets evidencing use of teaching methods and roles in response to different types of learner needs | ii. leading teams and/ or mentoring colleagues in identifying and meeting the language and academic literacy needs of students across courses and programmes | Team Communication records<br><br>Witness statement |
| d. the different subject content, skills and language and focus required depending on:<br><br>    i. language competence level<br><br>    ii. stage of studies<br><br>    iii. level of studies | iii. promoting participation in tertiary education through teaching by providing learning which leads to understanding of its values, processes and academic task requirements | iv. Lesson feedback sheets<br><br>Evidence of effective communication with students from a range of cultural backgrounds | iii. championing the more effective targeting of student needs in the institution and in the wider sector. | |
| e. widening participation and its implications for practice | iv. promoting equality of opportunity through teaching. | | | |
| f. diversity and equal opportunity needs and their implication for professional practice | | | | |
| g. specific learning difficulties, disabilities and their implications for professional practice | | | | |

## B2. STUDENT LEARNING

*An EAP practitioner will understand the relevance of individual differences to practice and the role and importance of critical thinking and autonomy in academic contexts and will employ tasks, processes and interactions that enable students to develop these.*

| Professional Knowledge & Values: B2 | Fellow Area of Activity competence in: B2F | Indicative evidence: B2F |
|---|---|---|
| a. the importance and relevance of individual differences in motivation, learning and cognitive styles, preferences and learning strategy use for TEAP professional practice | i. making links between critical thinking and study skills competence explicit for students in teaching | i. Observation feedback sheets |
| b. the elements of critical thinking and how these underpin academic practice | ii. providing opportunities and stimulus for critical thinking in sequences of learning activities | ii. Lesson plans and rationale<br>Observation feedback sheets |
| c. critical approaches to knowledge to enable its evaluation and expansion | iii. taking individual and cultural differences in critical thinking into account in teaching | iii. Lesson rationales |
| d. the need to acknowledge individual and cultural differences in critical thinking | iv. making the link between autonomy and academic study explicit to students in syllabus, lesson planning , task or learning resource design | iv. Example documents and statement on exploitation |
| e. the principles of student autonomy | v. fostering student autonomy through group activities, one-to-one and through the use of new technology. | v. Lesson plans and tutorial records<br>New technology use report.<br>Witness statement. |
| f. the pedagogy of supporting student autonomy through group activities and individual tutoring | | |
| g. the use of new technologies to enhance learning and to support autonomous learning | | |
| **Senior Fellow Area of Activity** competence in: B2SF | | Indicative evidence: B2SF |
| i. designing courses, materials and assessment tasks aligned with critical thinking and learner autonomy outcomes | | i. 2 self-produced needs and target situation analysis instruments |
| ii. employing institutional and national level data on the student academic experience to inform practice. | | ii. CPD or management records<br>Team Communication records<br>Witness statement |
| iii. leading teams and/or mentoring colleagues in the development of critical thinking skills and autonomy of students. | | |

# C CORE: COURSE DELIVERY

## C1. TEACHING PRACTICE

*An EAP practitioner will be familiar with the approach, methods and techniques of communicative language teaching and student support, be able to locate these within an academic context and apply these to the design and planning of tutorials, learning activities and to teaching the language and skills required by academic tasks and processes.*

| Professional Knowledge & Values: C1 | Example CPD Tasks and Indicative Evidence: C1 | Core Professional Area of Activity competence in: | Indicative Evidence:C1 | Range requirement: |
|---|---|---|---|---|
| a. the key differences between the needs and processes required for learning in delivery of an EAP class compared to a non-EAP class<br>b. a range of theories, approaches, methods and techniques of learning and teaching and the rationale for their selection and appropriate use in differing EAP contexts<br>c. how to select and adapt appropriate materials for use in an EAP context<br>d. planning delivery of a series of lessons based on an existing syllabus<br>e. academic language<br>f. academic discourse<br>g. text processing and production skills and strategies<br>h. study skills and their use in academic contexts<br>i. the range of learning technology resources and their contribution to the accessibility and enhancement of learning and to inclusivity for different groups of learners<br>j. the need to respect individual learners, diverse learning communities and to ensure equality of opportunity in learning and inclusivity in teaching<br>k. quality assurance procedures and how they are used to inform and enhance own practice | a. Reflective diary extract<br>b. Descriptive account and rationale for selection in an example context<br>c. Published EAP course material evaluation & use<br>d. Syllabus critique and personal lesson plans<br>e. Academic language analysis<br>f. Academic discourse analysis<br>g. Self evaluation of reading and writing skills lessons<br>h. Description of range and practical applications<br>i. Evaluation of options<br>j. Learner group profile and personal statement<br>k. Descriptive account or **Recognised Prior Learning** | i. planning and delivering a series of lessons to the standards expected of a competent TEAP practitioner<br>ii. designing activities and tasks for lessons based on an existing syllabus<br>iii. responding to the academic disciplinary needs of students as they arise<br>iv. applying knowledge of the differences between subject content, procedural knowledge and language knowledge appropriately in teaching and/or supporting learning.<br>v. integrating study skills into other skills teaching<br>vi. giving appropriate feedback on academic English use in class<br>vii. incorporating analysis of spoken and written text discourse and language into sequences of teaching and learning activities<br>viii. staging and scaffolding the teaching of reading and listening for study purposes<br>ix. employing a range of learning technology resources in class and online to increase accessibility and enhance learning, to ensure inclusivity for different groups of learners and to reflect academic practices<br>x. supporting learning through one-one guidance, progress or feedback tutorials.<br>xi. exploiting student feedback and other quality assurance monitoring tools to inform own teaching. | i. 2 TEAP lesson appraisal observation feedback forms by BALEAP recognized mentors.<br>Student feedback data.<br>ii. Syllabus specification, teaching practice record and lesson plans, activities and tasks with rationale.<br>iii. TEAP Lesson appraisal feedback.<br>Formative needs evaluation results.<br>Witness statement.<br>iv. TEAP observations feedback.<br>Materials (published or self-produced) comparison and evaluation.<br>v. TEAP Lesson observations (appraisal and peer).<br>vi. TEAP Lesson appraisals feedback<br>vii. TEAP Lesson observations feedback form/s (peer)<br>viii. Witness statement<br>ix. TEAP Lesson observation feedback form/s (peer)<br>x. TEAP Lesson observation feedback form/s (peer)<br>Record of online teaching activity.<br>Witness statement.<br>x. Tutorial attendance records<br>One-one session recording<br>xi. Student feedback and quality assurance records with action taken | **Language Levels**<br>Any two of:<br>Pre-intermediate<br>Intermediate<br>Advanced<br><br>**Stages**<br>Any two of:<br>Foundation<br>Undergraduate<br>Postgraduate<br><br>**Context**<br>Any one of:<br>Pre-sessional<br>In-sessional<br><br>**Modes**<br>All of:<br>Group<br>One-one<br>Face-face<br>Online |

## C2. ASSESSMENT AND FEEDBACK PRACTICE

*An EAP practitioner will be able assess academic language and skills competence using appropriate formative and summative assessment and provide appropriate feedback:*

| Professional Knowledge & Values: C2 | Example CPD Tasks and Indicative Evidence: C2 | Core Professional Area of Activity competence in: | Indicative Evidence: C2 | Range requirement: |
|---|---|---|---|---|
| a. the purpose, structure, use and relevance of international proficiency tests e.g., IELTS and TOEFL in an academic context | a. A critical comparison of several international test specifications and their uses | i. delivering appropriate modes of assessment | i. Personal statement justifying assessment instrument | **Types:** Any 3 of: Writing |
| b. the range of assessment required in tertiary institution academic subject contexts | b. Sample assessments and descriptive statement | ii. linking assessment outcomes to inform teaching and learning in EAP | ii. 2 lesson plans with statement on assessment alignment | Speaking |
| c. different modes and purposes of EAP specific assessment | c. Comparison of example EAP assessments with statement on uses | iii. implementing principles of standardization, moderation, exam administration and invigilation | iii. Witness Statement on the application of marking criteria to assessment instruments | Listening |
| d. principles of valid and reliable EAP assessment design and marking criteria | d. Comparison and critique of example assessments | iv. applying marking criteria consistently and to agreed standards | iv. Samples of graded assessments | Reading |
| e. the link between assessment content and procedures to student needs and academic studies | e. Learner group profile and test specification statement | v. giving appropriate feedback and feed-forward on student assessed performance | v. Feedback samples and critique | Study Skills |
| f. the principles, procedures and best practice in feedback and feed-forward approaches to assessment | f. Institutional feedback policy guidelines and personal statement on own practice. | vi. evaluating assessment instruments | vi. Example evaluation | Integrated |
| g. The range of and use of learning technologies in assessment and feedback | g. Comparative evaluation of learning technology options | vii. using the results of assessment to inform teaching | vii. Sample results and evidence of action | |
| h. The need to ensure equality of opportunity in assessment and feedback | or **Recognised Prior Learning** | | | |

# D    PROGRAMME DEVELOPMENT

## D1.    COURSE DESIGN

*An EAP practitioner will understand the main types of language syllabus and will be able to deliver and transform a syllabus into a course or programme that addresses students' needs in the academic context within which the EAP provision is located:*

| Professional Knowledge & Values: D1 | Fellow Area of Activity competence in: D1F | Indicative evidence: D1F |
|---|---|---|
| a. the distinctive nature of EAP syllabuses | i. identifying and exploiting the aims and objectives of an EAP syllabus to address the gap between students' competence and what they need for academic study | i. Needs analyses, test results demonstrating the relationship between student needs and the design and delivery of a syllabus |
| b. the range of EAP syllabus types and course designs | ii. exploiting a syllabus to select, adapt or create learning resources from appropriate sources and to develop appropriate tasks | ii. sample materials, tasks with rationale |
| c. the need in a syllabus for progression and recycling and transfer of knowledge and skills to other learning contexts | iii. planning and delivering a series of lessons based on a personally devised syllabus or plan of study to meet the demands and needs of all stakeholders | iii. a. Needs analyses<br>b. Programme specification<br>c. Course handbook<br>d. Syllabus Rationale |
| d. constraints and their impact on course design | | |
| e. the need to ensure equality of opportunity and inclusivity in course design | **Senior Fellow Area of Activity** competence in: **D1SF** | Indicative evidence: **D1SF** |
| f. a commitment to sustainability and global citizenship in course design | i. integrating objectives, language, skills, content and assessment in course design | i. Programme and handbooks |
| | ii. developing sustainable curricula reflecting requirements of equal opportunity and widening participation | ii. External examiner records |
| | iii. selecting appropriate uses of learning technology for course delivery | iii. Witness statement Conference paper |
| | iv. leading, coordinating and monitoring teams in syllabus administration, standardization, moderation, marking, feedback and feed-forward and results reporting | iv. Meeting minutes/ Internal communications |
| | v. disseminating good practice in course design to colleagues | v. Record of CPD delivered |
| | vi. contributing to course and/or programme development across the sector. | vi. Witness statement |

# D.2 QUALITY ASSURANCE AND ENHANCEMENT

*An EAP practitioner will be able to use, design and implement a range of quality assurance and enhancement instruments and utilize results to inform development of own teaching practice, course quality and the student academic experience:*

| Professional Knowledge & Values: D2 | Fellow Area of Activity competence in: D2F | Indicative evidence: D2F | Senior Fellow Area of Activity competence in: D2SF | Indicative evidence: D2SF |
|---|---|---|---|---|
| a. Institutional and national quality assurance and enhancement policies and procedures and their relevance to practice | i. seeking opportunities to obtain feedback to enhance own practice | i. Record of feedback delivery | i. designing a range of effective quality assurance mechanisms and evaluation instrument/s for use with a range of stakeholders | i. Self-developed evaluation instrument/s |
| b. the range of quality assurance and evaluation modes and their contribution to the enhancement of teaching practice, course design and delivery | ii. using results of formal and non-formal, formative and/or summative feedback mechanisms to evaluate the impact of own teaching | ii. Feedback results and analysis | ii. analyzing results of feedback mechanisms and impact data to evaluate quality of provision and inform enhancement | ii. Evaluation analysis in course report/s Course redesign documents Internal review documents External Examiner & Accreditation |
| c. principles of best practice in evaluation instrument design, implementation and analysis | iii. Setting personal goals for enhancing own teaching & learning practice as a result of the outcomes of quality assurance mechanisms | iii. Resulting action plans | iii. evaluating language and skills assessment tools and criteria to inform quality enhancement | iii. Sample assessment instruments and criteria. Course reports |
| d. the importance and means of tracking student academic progression and applying results to practice | iv. Tracking student progress to evaluate and inform own practice | iv. Individual student progress reports | iv. leading teams to implement developments in course design and delivery resulting from the outcomes of departmental, institutional and national quality assurance mechanisms | iv. Programme / External examiner External Accreditation reports. |
| | | | v. using student cohort progress and attainment tracking data to enhance the quality of provision | v. Progression tracking data analysis |

# E. PROFESSIONAL DEVELOPMENT, RESEARCH AND SCHOLARSHIP

*An EAP practitioner will recognize the importance of applying to their practice the standards expected of students and other academic staff whilst engaging individually and collaboratively in continuing professional development, research and scholarship in the TEAP discipline.*

| Professional Knowledge & Values: E | Fellow Area of Activity competence in: EF | Indicative evidence: EF | Senior Fellow Area of Activity competence in: ESF | Indicative evidence: ESF |
|---|---|---|---|---|
| a. the importance of continuing professional development | i. effectively targeting own continuing professional development needs | I. CPD records | i. fully engaging with published research and theory in the discipline to inform own practice | i. Pedagogically focused literature review |
| b. the EAP subject-discipline literature and its impact on practice | ii. using outcomes from participation in CPD activity to enhance practice | ii. CPD reports | ii. undertaking research and scholarship to develop own professional practice and to inform the practice of colleagues | ii. Pedagogic Research study Learning & Teaching Project CPD workshops, presentations or similar. |
| c. the importance of research and scholarship to developing professional learning and teaching practice | iii. engaging with research and theory in the EAP discipline to inform practice | iii. Reflective diary extracts | iii. co-coordinating, supporting, supervising, managing and/ or mentoring the professional development, research and scholarship of others | iii. CV. Records of CPD provision Meeting minutes |
| d. the role of ambiguity and multiple perspectives in academic enquiry | iv. using evidence-based, scholarship of teaching approaches to inform practice | iv. Action research project report | iv. disseminating results of own scholarship and research to enhance the practice of and have an impact on the wider sector | iv. Publication or similar. Witness statement. Impact evaluation |
| e. the importance of critical reflection on one's own practice | v. collaborating in the peer enhancement of learning and teaching | v. Records of team professional development activity | | |
| f. current issues in teaching and researching EAP | vi. engaging with the wider EAP discipline community | vi. Professional membership | | |
| g. professional terminology | | Conference attendance | | |
| | | Discussion list contribution | | |

## OPTIONAL SENIOR FELLOW TEAP MENTOR AND ASSESSOR UNIT:

*A TEAP mentor will be able to guide others in their continuing professional development, evaluate competencies and verify portfolio evidence.*

*A TEAP assessor will be able to evaluate EAP training & development provision for BALEAP recognized learning award purposes and assess portfolio-based evidence for BALEAP practitioner accreditation purposes.*

| Professional Knowledge & Values: Optional | A TEAP Mentor will have competence in: TM | Indicative Evidence: TM |
|---|---|---|
| a. teacher education theory and practice in a TEAP context | i. mentoring staff for TEAP CPD purposes | i. Record of mentoring Witness statement |
| b. principles of best practice in TEAP classroom observation and feedback | ii. undertaking classroom observation and feedback for TEAP developmental purposes | ii. Lesson observation feedback sheets Witness statements |
| c. the TEAP competency framework and other relevant professional standards in the sector | iii. delivering TEAP education, training or development | iii. CV Records of training events iv. Additional TEAP Mentor Claim |
| d. competence-based assessment principles and practice | **A TEAP Assessor** will have competence in: **TA** | Indicative Evidence: **TA** |
| | i. portfolio-based mentoring, verification and assessment for teacher accreditation purposes. | i. Awarding body record of training, standardization ii. Additional TEAP Assessor Claim |

# TEAP PORTFOLIO REQUIREMENTS
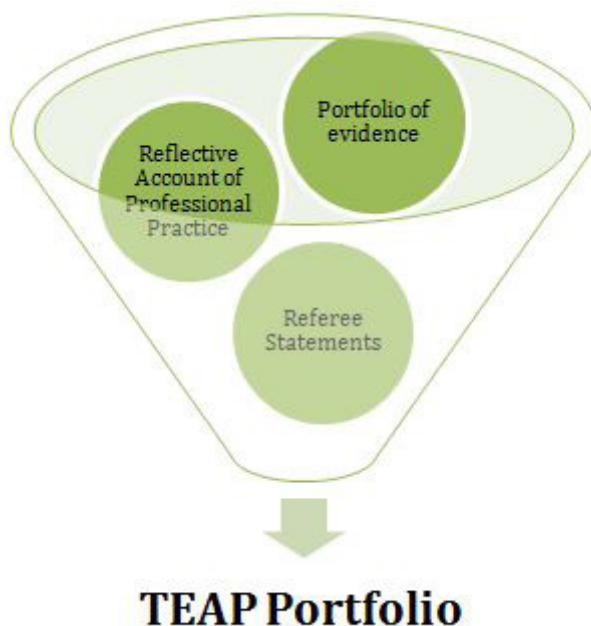


The TEAP portfolio consists of the following elements. There is a portfolio of evidence supporting the practitioner's competence in specific areas of professional activity. This is compiled gradually as one develops professional knowledge, understanding and values and gains experience of applying these competently to one's practice. There is also a Reflective Account of Professional Practice (RAPP) where the practitioner reflects on, makes explicit and provides a convincing case for how their experience and expertise meets the target TEAP role descriptor and how their portfolio evidence shows this. The portfolio also includes referee statements by colleagues to support and authenticate the portfolio.

## EVIDENCE:

The TEAP Framework suggests possible evidence for each competency.  These are provided to guide TEAP practitioners and their mentors. They are *indicative* in nature rather than compulsory as a practitioner may be able to satisfy the evidence requirements by alternative means.

For the 2 core Course Delivery units, the professional knowledge and values have example CPD type tasks and indicative evidence provided. This is in the interests of supporting professional development during the early stages of TEAP experience. There is a requirement for knowledge and values evidence for the core units so these tasks could serve as portfolio 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 cover a sufficient range of professional activity as encompassed in the competency statements?
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?

***It is important to note that*** one item may serve as evidence for a number of competencies.

The framework indicates, for several competencies, a required range of evidence. The core, course delivery units also include a specified range of professional activity. *Where a range is indicated this must be adhered to.*

If for some reason 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.

## STATEMENTS:

Statements are included where practitioners need to demonstrate or authenticate their professional knowledge, values or competency *when no other form of evidence would normally be available and it would not be appropriate to do so in the RAPP*. There are two types:

*A personal statement* - written by the practitioner themselves to explain why no direct evidence is available and as evidence of their competency

*A witness statement* - written by a colleague or manager themselves to explain why no direct evidence is available and as evidence of competency

## TEACHING OBSERVATIONS

All observations, feedback proformas and comments, if used for TEAP scheme purposes, whether for TEAP appraisal, development or peer enhancement purposes, must make specific reference to the TEAP framework with particular focus on the core Teaching Practice C1 unit competencies.

## RECOGNISED PRIOR LEARNING (RPL):

BALEAP is in the process of developing an aspect of the scheme whereby successful completion of TEAP related education, training and development provision can be used as evidence for professional knowledge and values.

For queries on Recognised Prior Learning, please contact:
***gmaguire@brookes.ac.uk***

# TEAP REFLECTIVE ACCOUNT OF PROFESSIONAL PRACTICE

*BALEAP portfolios include claims of competence in the form of a Reflective Account of Professional Practice (RAPP) with referee statements.*

## AIMS OF THE RAPP

Completion of the RAPP is intended to be a retrospective, reflective account of practice and thus to be a developmental process. It can be drafted during the time you are compiling evidence in your portfolio for the purposes of immediate, spective reflection but would require significant editing and redrafting prior to submission.

*It should show:*

- how your portfolio shows you meet the target TEAP role descriptor
- you have understood and engaged with the relevant competencies
- your professional knowledge and how you have applied these to your practice
- a commitment to professional values and how these underlie your practice
- your awareness of development over time and of current and future needs
- influences on your practice, e.g. from reading or attendance at conferences
- awareness of how theory informs your practice (Fellow & Senior Fellow only)
- full engagement with theory and research literature (Senior Fellow only)
- the impact of your work on the practice of others  (Senior Fellow only)
- leadership in applying knowledge and values and developing practice (Senior Fellow only)

## RAPP REQUIREMENTS

*All RAPPS should include an introduction and overview to the contents.*

- For TEAP **Associate Fellow** recognition, a 1500 word Reflective Account of Professional Practice (not including the introduction and overview) covering all the competencies and *all* the associated underpinning professional knowledge and values in the *2 core Programme Delivery units*.

- For TEAP **Fellow** accreditation, a Reflective Account of Professional Practice of 3,000 -3,500 words (not including the introduction and overview), with *sufficient* coverage across all Fellow unit competencies and of underpinning professional knowledge and values across all units.

  TEAP Fellow candidates must provide **1 case study** which demonstrates  effectiveness across a wide range of TEAP competence areas. This is included in the 3,500 word total.

- For TEAP **Senior Fellow** accreditation, a Reflective Account of Professional Practice of 7,000- 7.500 words (not including the introduction and overview), with *sufficient coverage* of competencies and of underpinning professional knowledge and values across all units, at all levels and for all ranges.

  TEAP Senior Fellow candidates should provide **2 case studies** of instances of their practice which demonstrate effectiveness in a wide range of TEAP competence areas and that evidence the range, depth and successful impact of their professional expertise. One of these should involve *academic leadership*. At least one should evidence a significant *impact* on the practice of others at a departmental, institutional level and beyond in the wider sector. These are included in the word count and there is no maximum length stipulation for these within the 7,000 total. A reflective account is then completed

- For Senior Fellows aiming to become TEAP Mentors and / or Assessors a short personal claim of competence should be submitted with the evidence for the optional unit.

## REFEREE STATEMENTS:

- Associate Fellows should provide one referee statement from an academic manager, TEAP trainer or mentor verifying the authenticity of the portfolio

- TEAP Fellow and Senior Fellow candidates should provide 2 statements from colleagues who have worked with them and who are in a position to comment expertly on their practice. *One* of these referees should be a BALEAP TEAP Senior Fellow/ Mentor.  *The other* should be performing an academic leadership role, preferably in a TEAP context.

The functions of the referee statements are to 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.*

BALEAP will contact a number of referees each year.

# RAPP GUIDELINES:

BALEAP recognises that TEAP practitioners not only perform a wide variety of roles in a range of contexts but will also have individual differences in approaching such reflective tasks, so a degree of individual variation in undertaking the RAPP is expected.

## STYLE GUIDE:

Your RAPP should be aimed at an EAP expert audience and does not therefore need, for example, to define terms or to contextualise professional experience by describing in detail the background context.

Fellow and Senior Fellow RAPPs should cite a limited number of pedagogic, theoretical or research sources in the discipline that have informed their practice and so will require a list of references. The Associate Fellow RAPP does not require such referencing.

It should be written to convince the reader that the practitioner is fully competent and meets the relevant role descriptor.

## FORMAT:

The RAPP should have an introduction, an overview to its contents, a case study or studies if for Fellow or Senior Fellow accreditation, and a reflective account which covers all the professional knowledge, values and competencies not covered in the case studies.

Your RAPP case study (if applicable) and reflective account should be referenced to the relevant TEAP competency framework unit and the evidence document associated with each individual competency statement. See example cross-referencing below:

*Example Reflective Account extract :*

> The aim of this course design was to encourage learner autonomy (B2e & f) within a cohort of students who had shown themselves to lack any real independence, and was a direct outcome of research I had done (ESFi & ESFii) for my MA dissertation. (B2F1 iv & v & B2SFi)

## THE RAPP AND HIGHER EDUCATION ACADEMY RECOGNITION

Eligible practitioners in HEA member institutions wishing to apply for HEA professional recognition should note that in order to facilitate this BALEAP has aligned both the Competency Framework and the RAPP with the **UK Professional Standards Framework** and the HEA recognition scheme. It should be noted that BALEAP Fellow or Senior Fellow status does not automatically lead to **HEA professional recognition**. TEAP practitioners are therefore advised to ensure they are fully aware of the pathways available to them for this.

# BALEAP RAPP: ASSOCIATE FELLOW

## 1. Introduction

## 2. Overview

## 3. Reflective Account of Professional Practice (1,500 words)

*Your competence in areas of professional activity and professional knowledge, understanding and values **not covered previously** in your case studies underlie your practice*

| | |
|---|---|
| **C1**<br>**Teach and support learning** | |
| **C2**<br>**Assess and give feedback to learners** | |

## 4. Referee statement:

| |
|---|
| |

## BALEAP RAPP: FELLOW

### 1. Introduction

### 2. Overview

### 3. Professional Practice Case Study

| Case Study |
|---|
|  |

### 4. Reflective Account (3,000 - 3,500 words)

*How competence in areas of professional activity is evidenced in your portfolio and how professional knowledge, understanding and values **not covered previously** in your case study underlie your practice.*

|  |
|---|
|  |

### 5. Referee statements:

| 1. |
|---|
| 2. |

# BALEAP RAPP: SENIOR FELLOW

## 1. Introduction

## 2. Overview

## 3. Professional Practice Case Study

| |
|---|
| **Case Study 1** |
| **Case Study 2** |

## 4. Reflective Account (7,000 - 7,500 words)

*How competence in areas of professional activity is evidenced in your portfolio and how professional knowledge, understanding and values **not covered previously** in your case studies underlie your practice.*

| |
|---|
| |

## 5. Referee statements:

| |
|---|
| 1. |
| 2. |

## REFEREE STATEMENT / S:

The functions of the referee statement is to 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.*

BALEAP may contact the referee.

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### Referee Statement 1

**Name:**

Job title:

Institution:

Relationship to candidate:

Contact details:

**Statement:**

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### Referee Statement 2

**Name:**

Job title:

Institution:

Relationship to candidate:

Contact details:

**Statement:**

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# BALEAP Support for Individuals and Institutions Implementing the Scheme

BALEAP provides online guidance, on implementing the scheme and on related CPD such as portfolio compilation, RAPP completion, TEAP observation and mentoring.

Collaborative development is also be faciltated through TEAP scheme discussion and sharing of practice using social media.

During phase 1 of the scheme BALEAP BALEAP is offering, during Phase 1 of the TEAP scheme, to provide support to practitioners to work towards becoming BALEAP Senior Fellows and Mentors, in institutions currently without an accredited BALEAP Senior Fellow, TEAP Mentor and Assessor. BALEAP will also be offering training in TEAP Portfolio assessment to those achieveing Senior Fellow accreditation.

This is to facilitate the implementation of the scheme across the sector by expanding the number of institutions with TEAP mentors able to support others in working towards BALEAP professional recognition and to internally verify BALEAP Associate Fellow portfolios.

BALEAP is also offering to assess **up to 60** Associate Fellow portfolios from insitutiuons currently without a Senior fellow TEAP Assessor.

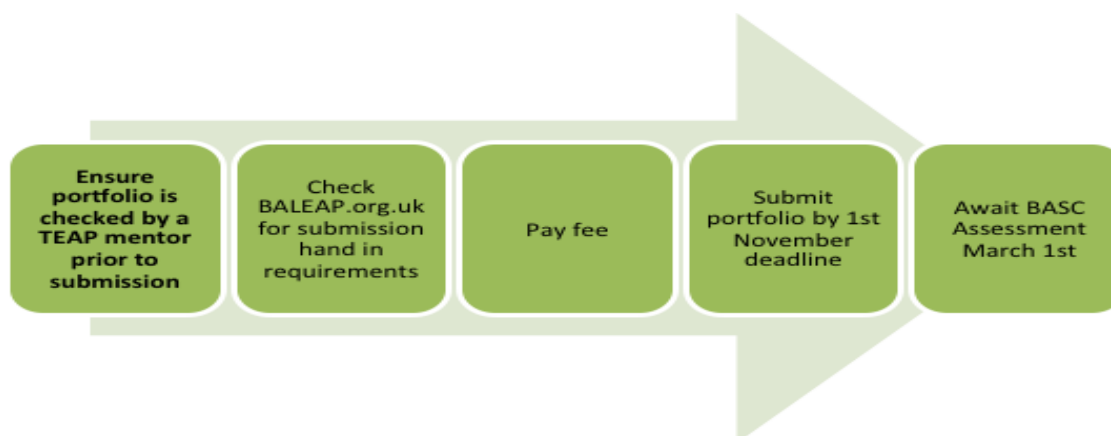Please visit the TEAP Scheme webpages at : www.baleap.org.uk for more details.

## PORTFOLIO SUBMISSION

During phase 1 of the TEAP Scheme, advice and instructions on the compiling and hand in of portfolios and full details of up-dated submission requirements are available on the BALEAP website on the TEAP Scheme pages at *www.baleap.org.uk*

BAS awards are issued annually in March.

Portfolio submissions can be made at any time during the year.

There is a *submission deadline* i**n Phase 1** of 1st November for awards in March.



Ensure portfolio is checked by a TEAP mentor prior to submission → Check BALEAP.org.uk for submission hand in requirements → Pay fee → Submit portfolio by 1st November deadline → Await BASC Assessment March 1st

## REFERRAL

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 a minor omission then the panel will consider allowing an immediate resubmission. There is no appeal on portfolio assessment decisions.

Candidates are strongly advised however to have their portfolios checked by a TEAP Senior Fellow / Mentor prior to submission.

Resubmissions are not permitted within 12 months.

## FEEDBACK

For referred submissions, developmental feedback will be provided indicating which areas of the TEAP portfolio requirements, the competency framework, the evidence or the RAPP, require further development.

For successful BALEAP Associate Fellows and Fellow submissions no feedback will be provided.

For successful BALEAP Senior Fellow and TEAP mentor candidates, in the interests of informing their practice in their future mentoring role, developmental feedback will be provided.

## INTELLECTUAL COPYRIGHT

All members of the BAS and TEAP assessors formally submit to maintain confidentiality of all submissions.

BALEAP assures that no element of TEAP portfolios or RAPP contents will be disseminated or referred to without first seeking the permission of the member.

Where for copyright reasons, practitioners cannot include sources of evidence in their portfolios a witness statement can be used in its place.

## CERTIFICATION

BALEAP maintains a public, online record of individual awards and accredited practitioner status. No hard copy of certificates are provided.

## FEES :

- Individual members will be provided with access to Portfolio resources online ( available in 2015), on joining BALEAP.
  Institutional members on request from their institution.

  **Fee:** None. *Included in membership fees.*

- BALEAP *Associate* **Fellow** recognition.

  **Fee:** £50:00 fee on submission to BASC for ratification of each internally verified institutional or individual member.

- BALEAP *Fellow* accreditation

  **Fee:** £125:00 on submission to BASC
      £100:00 for recognised BALEAP Associate Fellows.
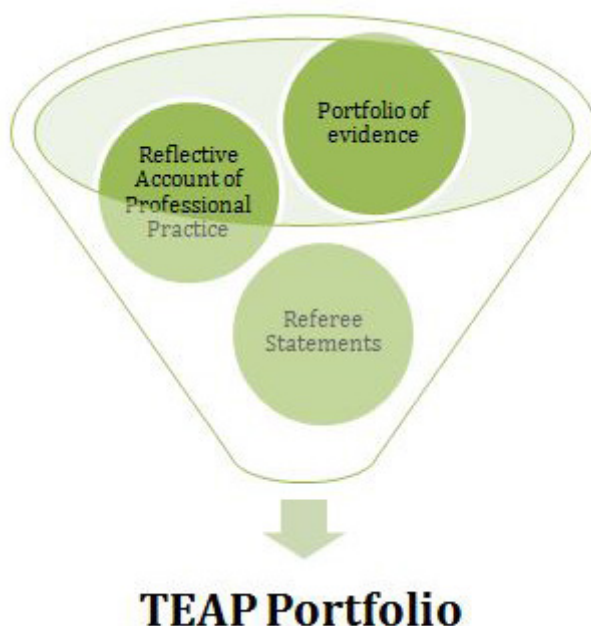
- BALEAP *Senior Fellow* accreditation

  **Fee:** £150:00 on submission to BASC
      £100:00 for accredited BALEAP Fellows

*Resubmissions* are not permitted within 12 months.
*Candidates are strongly advised to have their portfolios checked by a TEAP Senior Fellow / Mentor prior to submission.*

# TEAP PORTFOLIO ACCREDITATION: VERIFICATION & ASSESSMENT



## Portfolio Assessment

**Evidence requirements:**

**Validity (V)**

Does the evidence match the competency it claims to demonstrate?

**Sufficiency (S)**

Is the evidence submitted complete?

Is the evidence sufficient to accept performance as competent?

Does the evidence cover a sufficient range of professional activity as encompassed in the competency statements?

Does the evidence show a sufficient depth of professional activity as encompassed in the TEAP role descriptor?

**Currency (C)**

Does the evidence reflect current generally accepted TEAP practice?

**Authenticity**

Is the evidence the work of the candidate?

## Reflective Account of Professional Practice (RAPP)

*Does the RAPP demonstrate the candidate has:*

- understood and engaged with the relevant competencies
- relevant professional knowledge and has applied this to practice
- relevant professional values and that these underlie their practice
- is aware of development over time and of current and future needs
- is aware of influences on their practice
- is aware of how theory informs their practice (Fellow & Senior Fellow)
- has fully engaged with theory and research literature (Senior Fellow)
- has impacted on the practice of others (Senior Fellow)
- has lead teams in applying knowledge and values and developing TEAP practice (Senior Fellow)

- **met the target TEAP role descriptor?**

## BALEAP ASSOCIATE FELLOW

Candidate: …………………………...............

| BALEAP | Competency Requirements | Portfolio Evidence | | | | TEAP descriptor<br>An EAP practitioner who has demonstrated the level of professional development and effectiveness to be able to: | RAPP Claim of Competence | |
|---|---|---|---|---|---|---|---|---|
| | | Met | Not yet met | | | | Met | Not yet met |
| | | | S | V | C | | | |
| Recognised Associate Fellow | C1.Teaching practice | | | | | apply, with a degree of support, the core professional knowledge and values to competently deliver effective EAP teaching, support, assessment and feedback to students. | | |
| | Knowledge & Values | | | | | | | |
| | Competencies | | | | | | | |
| | Range | | | | | | | |
| | C2. Assessment and Feedback Practice | | | | | | | |
| | Knowledge & Values | | | | | | | |
| | Competencies | | | | | | | |
| | Range | | | | | | | |
| | Authenticity check: | | | | | | | |
| | Referee Statements: | | | | | | | |

The portfolio has been has been institutionally verified.          Institution:

☐  The candidate's portfolio has been institutionally verified as meeting the requirements of a BALEAP Associate Fellow.

☐  The candidate's portfolio has **NOT** been institutionally verified as meeting the requirements of a BALEAP Associate Fellow for the following reason/s:

Date of institutional verification:          Verifier:          Signed:

Date of BASC Ratification:          Signed:

## BALEAP FELLOW ACCREDITATION

Candidate: …………………………........

| BALEAP | Competency Requirements | Portfolio Evidence | | | | TEAP descriptor<br>An EAP practitioner who has demonstrated the level of professional development and effectiveness to be able to: | RAPP Claim of Competence | |
|---|---|---|---|---|---|---|---|---|
| | | Met | Not yet met | | | | Met | Not yet met |
| | | | S | V | C | | | |
| **Accredited Fellow** | A1F Academic Contexts | | | | | apply with a high level of autonomy and achievement the *full* range of professional knowledge and understanding, values and competencies, to effectively deliver EAP provision of a high quality whilst engaging in professional development and scholarship to inform their own practice. | | |
| | A2F Academic Discourse | | | | | | | |
| | A3F Academic Disciplines | | | | | | | |
| | B1F Student Needs | | | | | | | |
| | B2F Student Learning | | | | | | | |
| | C1 Teaching practice | | | | | | | |
| | C2 Assessment and Feedback Practice | | | | | | | |
| | D1F Course Design | | | | | | | |
| | D2F Quality Assurance & Enhancement | | | | | | | |
| | E1.F Professional Development, Research and Scholarship | | | | | | | |
| | *Authenticity check:* | | | | | | | |
| | *Referee Statements:* | | | | | | | |

☐ The candidate has been assessed as having met the criteria for BALEAP Fellow

☐ The candidate has been assessed as **NOT** having met the criteria for BALEAP Fellow for the following reason/s:

Date of BALEAP Assessment:          Assessor:          Signed:

Date of BASC Ratification:          Signed:

# BALEAP SENIOR FELLOW ACCREDITATION  Candidate: …………………………

| BALEAP | Competency Requirements | Portfolio Evidence | | | | TEAP descriptor An EAP practitioner who has demonstrated the level of professional development and effectiveness to be able to: | RAPP Claim of Competence | |
|---|---|---|---|---|---|---|---|---|
| | | Met | Not yet met | | | | Met | Not yet met |
| | | | S | V | C | | | |
| **Accredited Senior Fellow** | A1. Academic Contexts | | | | | apply with complete autonomy, sustained achievement and success and high quality, with significant impact on the work of others: the full range of professional knowledge, understanding, values and competencies, to design, deliver and manage effective EAP teaching, support, assessment and feedback and to exploit, design and develop courses, whilst engaging in and disseminating professional development, research and scholarship to lead teams and enhance the practice of others within and beyond their institution across the sector. | | |
| | A2. Academic Discourse | | | | | | | |
| | A3. Academic Disciplines | | | | | | | |
| | B1.Student Needs | | | | | | | |
| | B2. Student Learning | | | | | | | |
| | C1.Teaching practice | | | | | | | |
| | C2. Assessment and Feedback Practice | | | | | | | |
| | D1. Course Design | | | | | | | |
| | D2. . Quality Assurance & Enhancement | | | | | | | |
| | E1. Professional Development, Research and Scholarship | | | | | | | |
| | *Authenticity check:* | | | | | | | |
| | *Referee Statements:* | | | | | | | |
| **TEAP Mentor** | Optional Mentor unit | | | | | to guide others in their continuing professional development, evaluate competencies and verify portfolio evidence. | | |
| **TEAP Assessor** | Optional Assessor unit | | | | | evaluate EAP training & development provision for BALEAP recognized learning award purposes and assess portfolio-based evidence for BALEAP practitioner accreditation purposes. | | |

☐ The candidate has been assessed as having met the criteria for
BALEAP Senior Fellow  TEAP Mentor TEAP Assessor

☐ The candidate has been assessed as **NOT** having met the criteria for
BALEAP Senior Fellow   TEAP Mentor  TEAP Assessor for the following reason/s:

Date of BALEAP Assessment:          Assessors:          Signed:

Date of BASC Ratification:          Signed:

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For comments on the contents of or suggestions on improving the useability of this guide, please contact the TEAP Officer, Garry Maguire at gmaguire@brookes.ac.uk