## Core Corpus Skills for Academic Purposes: Where can corpus skills enhance/inform demonstrations of evidence?

## Possible starting point 1: The TEAP competency framework

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| 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.* |

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| **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.* |

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| **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.*  *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.* |

BALEAP (2014) *Teaching English for Academic Purposes Continuing Professional Development Accreditation Scheme Handbook*

## Core Corpus Skills for Academic Purposes

## Possible starting point 2: The UKPSF

**Areas of Activity**

A1 Design and plan learning activities and/or programmes of study

A2 Teach and/or support learning

A3 Assess and give feedback to learners

A4 Develop effective learning environments and approaches to student support and guidance A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

**Core Knowledge**

K1 The subject material

K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

K3 How students learn, both generally and within their subject/ disciplinary area(s)

K4 The use and value of appropriate learning technologies

K5 Methods for evaluating the effectiveness of teaching

K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

**Professional Values**

V1 Respect individual learners and diverse learning communities

V2 Promote participation in higher education and equality of opportunity for learners

V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice