

Linking Evidence to Competency Statements

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.

The portfolio of evidence must be clearly presented and accessible for the reviewer, but there is no prescribed format or platform. Many candidates have chosen to use Padlet or Google Drive, 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. Just remember to use a personal account rather than your current institution in case you change roles.

See page 24 of the BALEAP TEAP Handbook for a list of possible evidence sources, but there is no fixed requirement for what type of evidence you may use.

Below are three common issues applicants have when linking evidence to the competencies:

Claims of Competency Lacking Any Evidence

Example 1: Take this example from an Associate Fellow submission for the Planning & Design criteria. They have claimed student needs are considered and linked to the appropriate competency, but they have failed to link any evidence.

Although not directly responsible for course design, my approach to planning reflects my awareness of important underlying theories and principles which inform the planning and design of courses: recycling content, transferability, alignment with course goals, and needs analysis (Alexander et al, 2018). For example, at [institution], all students were given a diagnostic writing test which revealed students' strengths and weaknesses. The writing helped focus my planning: I later used it to structure a series of writing lessons, ensuring that students' needs, and overall learning outcomes were met (AP6).

1. What evidence could they link to support this competency?
2. Reflecting on your own practice, how do you consider and check student needs in your context?

Suggested Evidence: Diagnostic test feedback with links to the lesson plans for the series of lessons.

Claims of Competency Lacking Relevant Evidence

Example 2: Reflection means argument with valid links between evidence and claim. You need to provide relevant evidence to support a claim. Take this example from an Associate Fellow submission for the Planning & Design criteria AP1: You articulate understanding of a range of characteristics of academic texts, such as rhetorical and discourse features beyond sentence level:

On [course name], teaching the rhetorical and discourse features of several lab reports helped me appreciate how this was preparing students for their future study (AP1). All students studied the same texts which allowed for meaningful and critical discussions from the same starting point [V3]. I also appreciate the need to support students in developing strategies for processing and producing texts, such as using prediction, considering purpose, and observing structure, and incorporate this into my lessons where possible.

An observation record was provided for evidence. Look at the feedback from the assessor. What evidence could have been provided:

You tend to note that a competency is important, and you do this in your teaching without providing evidence. Your first observation claims that you analysed texts for your lesson. However, you present the text in your PowerPoint without showing any analysis or any example answers. The analysis is mainly at the lexical level of hedging, based on an EAP coursebook. Therefore, this does not evidence your ability to analyse whole texts using theories of language in text.

Suggested Evidence: Lesson plan and material that you created with analysis of text at sentence level and beyond ([Link to discourse resource](#)).

Remember this could be the same evidence used above in the first example to show a different competency.

Competency Claim Wrongly Labelled

Example 3: The evidence needs to link to an appropriate competency, but also the competency must support the appropriate claim. Take this example from an Associate Fellow submission for the Assessment & Feedback criteria AA3: You articulate the principle of constructive alignment & AA4: You use the outcomes of assessment and feedback to inform your teaching.

Biggs' (2003) research has also informed and shaped my approach to assessment and feedback. For example, effective assessment should take learning outcomes into consideration while also aligning with its teaching methods [AA3]. Biggs' (2003) principle of constructive alignment has helped shape my teaching by encouraging me to focus on helping my students achieve the learning outcomes of

a course, by shifting focus away from me and on to them to construct their own learning [AA4].

Is each competency correctly supported? What could be used as evidence to support AA3?

Suggested Competency and Evidence:

AA4 does not support the claim here. Evidence that you could use to demonstrate constructive alignment may include detailed lesson plans which provide explicit rationale for the materials and tasks mapped to Learning Outcomes and assessment. This could also be done for a case study. See Case Study resource.

Claims of Competency: The Scattergun Approach

One common issue when linking competencies to appropriate claims and evidence is the scattergun approach. This is where multiple competencies are linked to a claim. It is better to balance competencies across the RAPP/Case Study and group appropriately for the claim. Look at the following example focusing on Scholarship and Development at the Fellow level. Do all these knowledge and activity criteria match the claim and what evidence could be used?

I enjoy mentoring and reviewing colleague's applications for the BALEAP Associate Fellow and Advanced HE teacher accreditation schemes (FS6, FS5, FS4, FS3, FS2). I have successfully mentored a dozen colleagues who have gained their fellowship. Mentoring has developed my skills in dealing with colleagues in a professional manner in order to support them to complete their BALEAP or HEA application.

FS6: You use a variety of data sources to improve your EAP practice or that of colleagues.

These teacher accreditation schemes reflect across your practice to develop your teaching.

FS5: You contribute to colleagues' professional development.

Mentoring colleagues CPD.

~~FS4: You integrate your own scholarship and research into practice.~~

There is no link between your scholarship or research.

~~FS3: You articulate clear goals for enhancing your professional practice.~~

Perhaps this could be included, but further information would be required (e.g. annual appraisal with goals to become a mentor or mentorship training)

~~FS2: You cite theories and principles underpinning best practice in scholarship of teaching & learning.~~

There is no link to theory/principles here.

Suggested Evidence:

Mentorship training documents

Correspondence/Feedback on BALEAP/HEA Applications

Claims of Competency: Demonstrating Impact

For Senior Fellow, while developing your RAPP/Case Studies you need to consider the impact of your practice on the practice of others and how it shapes the contexts within which EAP operates within or beyond your institution (SF).

Reflect on what evidence you could use to show your impact on the practice of others.

Here is some assessor feedback to show how this could be incorporated:

As an SF, you are expected to play a role in your colleagues' professional development through mentoring and observations. You have discussed this in your RAPP, but could you develop this by further exemplifying how your observations and mentoring have helped others reach their goals, e.g., Advance HE fellowships, better teaching observation evaluations, etc. This could also be supplemented by you highlighting your understanding of the CPD/observation policy of the institution where you have mentored/observed or TEAP/UKPS dimensions.

Reflect on what evidence you could use to show your impact shaping the contexts within which EAP operates within or beyond your institution.

Possible Evidence:

- External Examiner Roles
- Mentoring
- Observations
- Peer Observations
- Syllabus/Course Design
- Assessment Design
- Teaching & Learning Committees within your institution
- Collaboration/Co-teaching within the disciplines
- Publications