

DEAP CPD Fellowship Scheme - Checklist for Critical Friends Supporting Claims



	To ask	Yes/No
1.	Are correct templates being used (LBU DEAP templates not Advance HE one)	
2.	Is there illustrative evidence: description/ pictures of what was actually done? Hyperlinks only permissible in presentations. Check max no. of pictures in written claims.	
3.	Is the entire claim mapped throughout to the As Ks and Vs within the written claim or on presentation slides (not just on the synopsis form) (For AF, V1, V3, K1, K2, K3 are a minimum)	
4.	If it is a D1 or D2 claim, is it structured according to the five areas of activity. (usually, two to three examples per AA)	
5.	If a D3 claim, is it structured according to the chosen case studies plus reflective piece at the beginning	
6.	Is the practice described as evidence-informed i.e. underpinned by professional learning or scholarship of teaching and learning or research, or other learning see V3 (pedagogical theory not a requirement) and K1	
7.	Do examples of practice (case studies at D3) involve learning at higher education levels (level 4 and above)?	
8.	Is there evidence of effectiveness and critical evaluation?	
9.	Is it a reflective account (e.g., what, why, did it work)?	
10.	Is there discussion of inclusivity: providing for diversity of learners?	
11.	Have the implications for practice of the wider context of HE been considered? (V4, see also ' <i>In your context</i> ')	
12.	Are the examples of CPD relevant to learning and teaching and is the impact clear? (A5)?	
13.	Is there consideration of the use of digital or other technologies for learning (K4)?	

14.	Does the claim consider the implications for practice of the relevant quality assurance processes? (K5)	
15.	Is it clear which examples involve collaboration with others, and which were initiated and /or created by the reviewee?	
16.	Have advocates seen the slides/ written claim and Claim synopsis <i>before</i> authenticating and corroborating evidence via the claim synopsis form? Work from other HE contexts is admissible but if substantive within the claim they must have Advocate from that HEI	
17.	Word count checked/ presentation practised and within max time? (These are a maximum: no extra time or words allowed) . Does reviewee need to request any adjustments or additional support with the process of review?	
18.	Are there dates associated with the examples to indicate when and for how long the activities took place?	
19.	For D3: does the account of practice demonstrate sustained (previous 3-5years) leadership/ influence on others' practice (D3.1)? Do the examples centre upon how <i>others</i> are teaching/ supporting learning (not own direct teaching/ support for learning)?	
20.	Is reviewee clear that only what is articulated in the claim and question and answer session counts as evidence? (additional content on slides or supporting additional information is not reviewed).	



clt@leedsbeckett.ac.uk

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