# Checklist for reviewing draft applications

| **Questions to think about** | **What to look for** | **What to suggest to applicants** |
| --- | --- | --- |
| *Is it a* ***personal*** *account?* | It is written in the first person?It is about their own (personal) practice and experiences?If they are reflecting on collaborative activities, are they clear what their contribution was? |  Look at the exemplar applications on the OTL website.Be clear what their own role was in collaborative practice. |
| *Is it* ***reflective****?* | Is the account reflective or is it a description of practice and/or a list of achievements and activities? Does it explain: The rationale behind using specific strategies and methods? (Why)How do they evaluate the effectiveness of the strategies they use?Do they elaborate on what worked, what didn't work–and why? |  Use the 4-point reflective model:o **What** did you do?o **How** did you do it?o **Why** did you do it that way?o **How Do You Know It Worked?** (What impact did it have on student learning?) Provide the evidence. |
| *Is it* ***scholarly****?* | Does the application include references to pedagogic literature and it informs practice? Is it clear how the concepts/ideas have been applied? | Cite subject-specific pedagogic research.Explain how and why any literature cited has been used  |
| *Is it* ***evidence- based****?* | How do they evaluate their own practice?  What evidence is used? | Use multiple evidence sources: student feedback, evaluations and performance data; feedback from peer observations |
| *Is it* ***aligned*** *to the UKPSF?* | Are there lists of Dimension references e.g. (A1, K1, K5, V1, V2) but it is not clear how these cited Dimensions are being met?Are all Dimensions covered in appropriate depth? | Avoid long lists of Dimensions at the end of a section (e.g. K1, K2, K3, K4, V1, V3). Instead provide one or two strong examples for each.Map out where each Dimension is discussed and check for omissions. |
| *Is the account* ***current*** *and* ***sufficient****?* |  Does it cover practice within the last three years? If non recent practice is referred to, has it been connected to current activities? Are the activities too recent so it is hard to evaluate impact? |  Consider more recent examples – so long as impact can be evaluated. If discussing historic experience, ensure it is fed into how it influences current activities. |