



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE CODE: ECPT6007

ASSESSMENT COMPONENT: A2
Written Reflection & Peer Review

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STUDENT NUMBER: 2008375

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
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CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Part 2 – Reflection

Reflections on the professional learning gained by designing a curriculum

I designed a production management module curriculum focussing on health and safety and planning for the BA Film & TV course at University of Wales Trinity Saint David.

I designed my curriculum with this course and institute in mind to create value for potential students based on both my past experience as an alumni, and observations I have made through my teaching practice placement. My experience paired with research into other institutes helped identify a gap in the teaching regarding this subject matter. This made the curriculum feel grounded in creating value for students by is rooting it in industry expectations.

This reflection on designing a curriculum has broadened my knowledge on the various functions of a lesson in the wider context of a module curriculum. Biggs and Tang (2007, pp. 64-90) suggest that lessons should be designed to breakdown the larger outcomes of the overall module into small manageable outcomes. They argue module outcomes are broad in their purpose, making them difficult to measure. But individual lesson outcomes are more specific to ensure they are measurable while contributing to the wider outcomes of the module (Biggs and Tang. 2007, pp. 64-90). My experience on my teaching placement has been a narrow focus on moving lesson to lesson with little consideration of their places in the wider context of the curriculum.

I will ensure that my lessons are designed with the module outcomes in mind to ensure that my lessons are purposeful in facilitating the long-term and short-term development of my learners.

Through reflection on my experience, has come insights to the importance of considering the transferable skills. Vic Kelly summarises this as the hidden curriculum, the non-explicit learning that is a consequence of participating in the learning (2009, p.24). The purpose of my proposed curriculum was to teach skills and knowledge around health and safety in the film industry to help students prevent accident or injury while on production sets. However, through designing my own curriculum I have learnt

that there needs to be consideration of development of transferable skills simultaneously to the specific topic. The Quality Assurance Agency (QAA) subject specific benchmarking statements for film (2024) were vital in developing this. Reading the QAA (2024) guidance improved my clarity of the hidden curriculum in my proposal; to support the students professional development to enhance career prospects. My curriculum was not only teaching how to identify a hazard but also how to communicate, collaborate, lead, analyse, and problem solve. Furthermore, I now have a better working knowledge on the relationship between benchmarking statements and professional standards. For me, benchmarking statements serve as *what* to teach, providing the necessary threshold of academic standards for a specific discipline (QAA, 2024). In contrast, professional standards act as the framework for *how* you will teach by providing and upholding the professional conduct for educators to follow to maintain high quality teaching and learning (AdvanceHE, 2023 and Educators Wales, 2023).

After considering both AdvanceHE (2023) for higher education and Educators Wales (2023) further education professional standards I found AdvanceHE broad in its approach, whereas Educators Wales is more specific in its guidance and therefore more measurable in its application. However, being aware of both ensures that I am adhering to a broader range of consistency within my practice; especially if I move between higher and further education.

Reflecting on the experience has highlighted how intertwined teaching, learning and assessment are in education. I have reflected though designing my own curriculum that considering the relationship between these three elements will improve my practice for the benefit of my learners. Research by Pedder and James (2012, pp. 33-42) support this by asserting that learning, teaching and assessment cannot be viewed separately due to how intertwined they are, they directly influence the pedagogy and classroom dynamic. James and Pedder (2012, pp.33-42) elaborate on this by explaining that if the alignment between these three elements is not clear then it can negatively impact outcomes as students will not see the value in what they are learning.

Continually improving my knowledge of learner styles will positively influence my teaching strategies which will inform purposefully designed assessments that measure the learning achieved.

I now have a better working knowledge on how to approach my practice by breaking it down into the three key areas of learning, teaching and assessment. I can return to these areas to help create clarity on aspects such as lesson aims and outcome, assessment strategy within a lesson, and how my teaching approach may need to adapt to meet these requirements.

The Educators Wales (2023) professional standards will be used as a framework for consistency in applying the professional learning and development gained to my practice. This will ensure that I am improving my practice for the benefit of my future learners.

Reflections on the feedback obtained as part of the peer review process itself

Through writing feedback for my peers curriculum proposals, I have learnt that written feedback requires a different approach to ensure it is clear and constructive without the added benefit of context and discussion that is available in a tutorial. This is a valuable insight for my professional development. Through reading the three proposals I received I have identified areas for improvement regarding my own writing such as adding depth for better clarity. The three proposals had fantastic depth in certain sections of their writing, particularly within their schemes of work. This again is a valuable insight for my own academic and professional development to add meaningful depth to my writing.

- **Peer 1 feedback**

My curriculum proposal lacked reflective practice development. This is feedback I agree with, particularly with how much reflective practice has benefited myself during my studies. I acknowledge my curriculums design is focussed on the summative assessment and misses capitalising on potential learning and insights gained through more explicit reflective elements throughout the curriculum.

The feedback highlights a key aspect that I had not considered and that is addressing accessibility for inclusive practice for the practical elements of my curriculum. This feels like a significant oversight on my part and having this being highlighted to me is

of great value for my learning. Half of the curriculum is practice-based, and I have not made it clear how the curriculum will ensure inclusivity for potential students with additional learning needs such as physical disabilities. This is an important point of consideration for my development going forward that I ensure my lessons and assessments are designed to be accessible. For example, I could have made a note in my proposal an option to extend the time slots from 1-hour to 90-minutes for all groups in the demonstration assessment. This is a reasonable adjustment in keeping with the Equality Act (2010) that may ensure that all students can perform the tasks at a comfortable pace. The purpose is not to assess the speed students can complete a task, but to assess if they are performing the task correctly; time is simply there to maintain a structure to the day.

- **Peer 2 feedback**

Feedback on my resources was useful also. I designed lesson plans for two practical lesson's which based on experience do not usually require a formal PowerPoint resource. However, feedback from peer 2 highlighted that a PowerPoint could enhance the lesson plans by providing better structure to the session. I see the value in this, and it is worth considering for the future. However, my justification for not having a PowerPoint was that the curriculum moves from theory to practice, so I did not want to repeat the teaching approach.

- **Peer 3 feedback**

This peer's feedback highlights the potential difficulty of measuring individual student performances for one of the summative assessment components which is a group demonstration. This is further supported by Phil Race (2020, p. 93) when discussing the disadvantages of practical work in assessments. The issue comes on improving the assessment's clarity on how individual performance would be measured in my proposal. Jaques and Salmon (2006, p. 233) suggest creating a secondary element to group assessments that gets marked individually, such as a reflective account of the experience. This second suggestion aligns with other feedback I have received regarding the lack of reflective practice, so this would serve as an approach to improve upon the curriculum in both teaching, learning and assessment.

- **Peer 4 feedback**

There was no actionable feedback from this peer but there were highlighted strengths of the curriculum. These identified strengths came up across all pieces of feedback.

Overall, my curriculum proposal succeeded in reinforcing its relevancy to the industry through authentic examples such as the anecdotal justification I shared from my placement experience. The curriculum has a solid approach of breaking the learning into two blocks of theory and practice with clear skill development and progression throughout. The curriculum also showed a strong consideration for employability skills by embedding an “invisible curriculum” section which highlighted the key transferable skills that the scheme of work will develop. It would have been better to have had something actionable with this feedback, but it is also beneficial to reflect on the strengths and successes of the work I have completed to reinforce the continuation of these actions.

Conclusion

Designing this curriculum has significantly developed my knowledge on how effective teaching practice is shaped through alignment of curriculum design, assessment, professional standards, benchmarking statements, and pedagogy. The process has strengthened my awareness of purposeful lesson planning that considers inclusive practice, transferable skills and reflective practice. The peer feedback I received was especially valuable in highlighting strengths and areas for improvement within my curriculum proposal. Overall, this experience has enhanced my confidence and professional awareness as a developing educator and will positively inform my future practice within further and higher education.

Word count- 1,634.

Reference list

1. AdvanceHE (2023) *Professional Standards Framework for teaching and supporting learning in higher education 2023*. Available at: <https://www.advance-he.ac.uk/teaching-learning/professional-standards-framework> (Accessed: 20 April 2026).
2. Biggs, J. and Tang, C. (2007) *Teaching for Quality Learning at University: What a Student Does*. 3rd edn. McGraw-Hill Education.
3. Educators Wales (2023) *Professional standards for further education and work-based learning leaders in Wales*. Available at: <https://educators.wales/leaders-professional-standards> (Accessed: 20 April 2026).
4. *Equality Act 2010*, c.15. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents> (Accessed: 20 May 2026).
5. James, M. and Pedder, D. (2012) Chapter 3 'Professional learning as a condition for assessment for learning', in Gardner, J. (ed.) *Assessment and learning*. 2nd edn. London: SAGE Publications, pp. 33-42.
6. Jaques, D. and Salmon, G. (2006) *Learning in Groups: A Handbook for Improving Group Work*. 4th edn. Routledge.
7. Kelly, V. (2009) *The Curriculum: Theory and Practice*. SAGE Publications, Limited.
8. QAA (2024) *Subject Benchmark Statement: Communication, Media, Film and Cultural Studies*. Available at: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-communication-media-film-and-cultural-studies> (Accessed: 18 May 2026).
9. Race, P. (2020) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. 5th edn. New York: Routledge.

Appendices

Feedback I gave on three peer's curriculum proposals

- **Curriculum No. 1:**

This curriculum is designed to address a current gap in the initial teaching training course regarding the curriculum for Wales.

Peer Review Feedback

Curriculum number: 1

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

This proposal is extremely well sourced and researched which demonstrates a high level of knowledge of the subject matter that is rooted in current thinking and theories. However, the justification of the curriculum is difficult to discern. There is a key sentence in the 5th paragraph within the rationale that states that trainee teachers are not fully equipped to adhere to the curriculum for Wales expectations. This suggests that the purpose of the curriculum is to address a gap in the current teaching within initial teacher training programmes. Based on this I would assume the author wants to address a gap in the teaching with their proposed curriculum, but this is not totally clear. From what I understand, the curriculum is to address a current gap in the teaching within initial teacher training programmes for the new curriculum for Wales guidance that puts more pressure on aspiring teachers to have a wider awareness for not only lesson design but assessment design also. If this is the case, then this is worthwhile curriculum that would massively improve the preparedness for new teachers that are in the early stages of their careers.

Regarding the target audience, it is clear as to who this curriculum is for with a clear target audience present in the curriculum's design.

The aims and objectives for the curriculum are appropriate for the topic and learning group

The aim of the module is clear by addressing that it wants to better prepare trainee teachers for how the curriculum for Wales guidance will impact teaching and learning in Wales. The objectives are measurable and use appropriate language for the proposed learner level of level 4. I think what could further strengthen the aims would be a summary of how they link to the modules assessment strategies, this would give an idea of how the objective's achievement will be measured.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

The structure of the module is good by having two sessions per week, one theory-based and the other practice-based, supported by sufficient independent study time. Having this structure gives students the foundation of knowledge at the start of the week, time throughout the week to reflect on the learning and develop their ideas, followed by the opportunity to workshop the knowledge learned and transform it into a practical skillset. This format works well and sets the students up for success.

The assessment strategies of the students completing an essay and a microteach strongly reflect and measure the teaching strategies and curriculum structure. The structure is almost evenly split between theory and practice, which then strengthens the purpose of the assessment strategies and potentially improve learner engagement and motivation. Learners will be able to see clearly how the learning directly relates to the assessment which is great.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

The author has demonstrated an awareness of professional standards, but it is unclear to me if any benchmarking statements are present. The relevant section of the proposal serves more as a description or summary of professional standards in the form of a critical analysis, rather than what professional standards and or benchmarking statements have been used in the design of the curriculum and where they are present throughout the curriculum.

When the proposal begins to elaborate on how the professional standards are present regarding the summative assessments such as the microteach element, the author makes reference to the professional standards but does not clarify which professional standards they are referring to. The idea of having professional standards embedded in the curriculum's design as to demonstrate to the learners how they can be used is a fantastic idea, but the explanation lacks specifics and clarity for me to understand how this will be achieved.

My feedback here would be to specify what professional standards and benchmarking statement guidance have been used, and where/ how they are present within the curriculum's design. The author touches on this regarding the summative assessment, however, it lacks clarity on what guidance has been used and where else they are present in the curriculum.

Comments on the scheme of work that was designed.

The scheme of work has enough detail to give an idea of what each week aims to achieve in relation to the module's aims. More depth and detail would create stronger clarity. The 'what' is clear, the 'how' is missing and would elevate the scheme of work.

by providing further context to the lessons in each week and how the lesson will move the students along the module purposefully.

Anything else that you would like to comment on?

My main point of feedback regarding this proposal is the overall lack of clarity. The research is fantastic, but it is unclear as to what decisions it has led to. For feedforward I would suggest linking research purposefully to provide context to the decision-making process. For example, having a source that states teachers are unprepared could be followed by how this links to the authors practice and how their curriculum aims to address it.

The resources in the appendices however are fantastic. The lesson plans are well written with excellent supporting lecture PowerPoints. The activities within each lesson are well designed and purposeful to developing the student's knowledge as well as wider transferrable skills; especially communication, which is a key transferable skill the author makes reference to in their proposal.

Overall, I can see the relevance of the curriculum which is rooted in strong research that supports the curriculum's design by rooting it in current thinking within a rapidly changing workplace.

- **Curriculum No. 8:**

This curriculum has been designed to better support sport students from further education into higher education, while enhancing their preparedness for aspiring roles in accordance to WRU expectations.

Peer Review Feedback

Curriculum number: 8

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

Yes, the overview and rationale for the curriculum are clear and justified. Bridging the educational gap between further education and higher education within sports disciplines to better support students is a fantastic idea. Beyond this, the rationale behind the curriculum of acknowledging the real-world demand for better informed coaches further strengthens the need for the curriculum by having it linked directly to wider career expectations.

The aims and objectives for the curriculum are appropriate for the topic and learning group

The intention of the overall module aims is clear; however, they seem quite broad in what they state to achieve. For example, part of the first module aims mentions students confidence. While I understand what this means, on a technical level I feel this could be difficult to measure. Finding a way to make this specific would further strengthen this aim. Making the module aims more specific would help with making them measurable for both curriculum tutors and students. This can be seen in the module outcomes which are narrower in scope and create better clarity of measurability. Overall, I feel the aims and outcomes are appropriate for the student level stated.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

The overall structure supports the proposed curriculums purpose of supporting the educational transition from FE to HE while also creating foundational skills and knowledge that adhere to WRU requirements. With the WRU actively seeking coaches that have a higher level of practical skills that are supported with higher levels of knowledge, having a structure of theory and practical lessons will support these coinciding goals. This is further strengthened by having purposeful assessment strategies that are relevant to what the students will have learnt. The two-part summative assessment of having a practical session followed by a written element is

relevant to the requirements of the curriculum. The practical element clearly links to the practical learning with the written element clearly linking to the theory portions of the learning.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

The proposal has demonstrated a clear consideration to relevant professional standards and benchmarking statements. There is a strong demonstration that both academic guidance such as the QAA have been considered as well as guidance from the WRU. This combination ensures that the curriculum has a clear and relevant connection to teaching and learning standards and real-world career standards. The only suggestion I could make would be to have included an example of how or where the guidance's have been used in the curriculum's design such as forming part of the summative assessment.

Comments on the scheme of work that was designed.

The scheme of work designed for this curriculum proposal is extremely strong. It has depth and clarity that creates a solid idea of how this curriculum could operate. Each lesson's purpose, aims and objectives, teaching and assessment strategies and required resources are clear and demonstrate how the module can achieve its purpose.

Anything else that you would like to comment on?

Overall, I feel this a strong proposal that serves an academic purpose supported by real-world career purposes. The resources such as the lesson plans are clear and demonstrate how the lessons could take shape should this curriculum happen. The curriculum is clearly supported by considerations of the learner styles of potential students with appropriate teaching strategies to support. The proposal is supported well with plenty of relevant references throughout. The only feedback I have in terms of the overall proposal is to try and be more critical in the proof reading to find portions of the writing that could be cut down to save the word count. I fear that in the pursuit of trying cover as much as possible, this could cost marks that could bring down an otherwise great proposal.

- **Curriculum No. 12:**

This curriculum's purpose is to better distinction between current level 1 and 2 art qualifications. The author highlights that currently the curriculums for level 1 and 2 are almost identical. By creating a better distinction, the author intends to widen access to the entry level art courses.

Peer Review Feedback

Curriculum number: 12

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

There is a clear justification behind this proposed curriculum that is clearly linked to addressing wider societal issues that are not only relevant, but something the author feels passionate about. The purpose of the curriculum is clear in addressing that art qualifications levels 1 and 2 are too similar in their approaches. What this proposed curriculum aims to do is to create a better distinction between the levels by making level 1 3D art more foundational. This intent serves the other justification of this proposal by wanting to improve and widen access to entry-level courses to improve core skills.

The aims and objectives for the curriculum are appropriate for the topic and learning group

The module's overall purpose of creating core foundational skills within 3D art such as sculpting is supported with appropriate and measurable module aims of the proposed level. What could have created more clarity of the proposed curriculum would be how the module aims link to the assessment strategies, giving context to how the module aims will be measured at the module's conclusion.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

The structure of the proposed curriculum serves the purpose of creating core foundational skills that are developed over the course of the 6-week module. By having the students recognise core 3D art and design principles through identified sources of inspiration is a fantastic entry point for students to learn the theoretical elements of the module, supported by introducing practical elements that allows students to transform theory into practice.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

There is good consideration for the appropriate professional standards and benchmarking statements. The author clearly demonstrates an awareness for which guidance's are appropriate for the purposes of the curriculum. This is clear when comparing BTEC/ GCSE standards with UAL. The author explains that the UAL creates better accessibility to entry level courses which therefore serves the purposes of their curriculum in improving access to art and design learning. Regarding professional standards, the author has makes it clear that they are using Welsh FE Professional standard guidance and within their lesson plans, demonstrates how these will be implemented into the lessons. This demonstrates a strong awareness for adhering to appropriate educational standards that ensure consistency for the learners.

Comments on the scheme of work that was designed.

The scheme of work is strong and demonstrates a clear pathway for achieving the curriculum's purpose. Each week and lesson has depth and creates clarity on each lesson's purpose, aims and objectives, required resources and assessment strategies. What's also useful is that the summative assessment requirements are made clear each week. As detailed in the assessment strategy section of the proposal, this module assesses work through coursework which is compiled into a portfolio for review. The portfolio is developed each week through the work students complete during lessons. This has the potential to be overlooked if left to the students to organise themselves, however, the author has minimised this risk by stating clearly what the students are required to put into their portfolio each week, with the lessons designed to ensure that they hit the criteria each week which sets the students up for success.

Anything else that you would like to comment on?

Overall, the proposed curriculum sets out to achieve a meaningful goal of widening access for people to develop an often-overlooked skillset of art and design. It acknowledges that there is an insufficient differentiation between level 1 and 2 and sets out to rectify this by creating a level 1 qualification that is more appropriate regarding its content, learning, teaching and assessment. The proposal is strongly sourced and is rooted in learning theories and strategies, and the philosophy behind the subject matter.

The only thing that stood out to me was the PowerPoint lesson resources in the appendices. They seem to be written for a higher level than level 1. Of course, without the context of the teaching, I may be wrong on this. But as an outsider to the subject matter, they read to me as though the lessons PowerPoint may be better suited to a higher level. This may be a case of stripping the content down to its essentials perhaps to make them better suited for the proposed level 1. Other than that, the

lesson's PowerPoints look great and engaging with good lesson plans that support the content to ensure a successful lesson.

Peer feedback I received on my curriculum proposal

- **Peer 1 feedback**

1_Peer Review Feedback

Curriculum number: No 4

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

A clear and realistic justification for introducing a dedicated health and safety module within Film and TV production.

Successfully identifying a genuine industry need rather than creating unnecessary additional content, increases validity.

The rationale effectively explains the gap to current creative media and emphasises how industry expectations require students to develop practical safety knowledge along with technical production skills.

Target audience has been identified as Level 4 film and TV students. The curriculum is appropriate for students entering practical production environments for the first time.

Good consideration of employability skills.

Highlights importance of preventative safety culture instead of responding to incidents after they occur.

Good focus on industry which makes it feel very purposeful and professionally relevant.

Consistent connection to employability and industry readiness. The use of references are linked to professional production environments, real equipment handling, risk assessments and location work demonstrating authenticity and vocational relevance.

To enhance, the rationale could include more statistical or industry evidence that relate to accidents, production risks or employer expectations inside the creative industry. This would improve the argument why this curriculum is crucial instead of beneficial.

Links to employer consultation or industry feedback for further evidence.

The aims and objectives for the curriculum are appropriate for the topic and learning group

Aims and objectives explicit, evident, practical and well suited for Level 4 students.

A good balance of theoretical knowledge with practical application which is essential for Film and TV education.

Promotes professional responsibility and accountability, essential for attitudes within live production.

Encourage students to apply knowledge practically.

Integration of transferable skills to help prepare students for creative industry roles.

The learning outcomes are realistic and achievable. There relevant to industry practice:

- Equipment handling
- Production management
- Teamwork
- Communication
- Applying health and safety legislations

The curriculum develops subject specific and transferable skills.

Learning activities and assessments include leadership, collaboration, organisation and communication which are key skills for Film and TV production.

It aligns with Professional Standards, particularly:

- Professional Values and Attributes - student safety, inclusion and well being.
- Professional Knowledge - current industry practices and legislations.
- Professional skills - collaborative learning, feedback, reflective practice and applied workshops.

Adjust learning outcomes, make them more slightly measurable by using clearer assessment language such as "demonstrate", "evaluate" or "apply successfully".

One or two objectives linked to reflective practice to promote independent learning.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

Good strong aspect of the curriculum. The two block structure works effectively, with block 1 focusing on theory and foundation knowledge before progressing to practical workshops and simulations in block 2.

The progression from demonstrations to independent application is designed well and supports student confidence and skill development.

The structure mirrors good vocational teaching practice by having students repeatedly apply learning in realistic environments.

The curriculum has an inclusion of -

- Studio based workshops

- Outdoor filming scenarios
- Role allocation
- Professional development trips
- Simulated productions

Increasing engagement and being more industry focused.

The trip to Roath Lock is effective as it blends classroom learning with professional practice and supports professional standards through evidence informed and industry relevant learning experiences.

In block 2, could add more explicit opportunities for individual reflection as much of work is group based. This will promote independent learning and accountability. This can be consistently measured.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

Professional standards and benchmarking are integrated very effectively.

The curriculum demonstrates a clear link with:

- QAA Subject Benchmark Statements for Communication, Media, Film and Cultural studies.
- UK quality code for Higher Education.
- Professional Standards for Further Education and WBL Practitioners in Wales.

The lesson plans show strong application of Professional Standards:

- Learner Safety and well being
- Inclusive practice
- Collaborative learning
- Respectful professional behaviour
- Up to date industry knowledge (research)

Good awareness of industry expectations and professional conduct inside production environments. This increases employability and professional readiness.

For further development, maybe consider digital inclusion and accessibility. Even though inclusion is mentioned, more depth on how practical workshops would support students with physical needs, anxiety or technical confidence levels.

Comments on the scheme of work that was designed.

Very professionally realistic, detailed and organised. The progression from lecturers and demonstrations into workshops and final assessments is coherent, rational and supports students' development.

The practical focus is key. The workshops, equipment rotations, peer feedback and production simulations create strong opportunities for active learning and experiential development.

Lesson plans are very easy to follow and are detailed - with clear timings, structured activities and relevant assessment opportunities.

The production checklist activity is vital as it encourages student collaboration and ownership of professional practice.

Assessments are well considered:

- Entry level assessment
- Ongoing formative assessment
- Peer feedback
- Portfolio work
- Practical demonstration

Creates a well balanced and authentic assessment strategy.

Summative assessment is used effectively, reflecting industry expectations instead of relying on written work. This increases the professional value of the curriculum.

Avoid repeating similar points multiple times, especially in the workshop structure and health and safety procedures. Be more clear rather than repetitive.

Anything else that you would like to comment on?

The curriculum clearly recognises the needs of Film and TV students entering production environments.

The strongest areas being:

- Realistic vocational structure
- Strong industry relevance
- Detailed lesson planning
- Authentic assessment strategy
- Clear integration of professional standards.

The proposal feels practical, achievable, measurable and relevant to industry expectations. With more focus on accessibility, individual reflection and avoiding repetition, the curriculum could become more stronger.

Effective balance between academic expectations and vocational learning.

Supports technical competency and profession behaviour effectively.

This is a well planned and engaging curriculum. This would help prepare students for safe and professional work within Film and TV production environments.

Future development - emerging industry areas such as virtual production or digital safety considerations.

- Peer 2 feedback

Peer Review Feedback

Curriculum number: 4

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

- Excellent detail and justification of curriculum needs.
- Clearly an appropriate target audience.
- Excellent examples and emphasis on the curriculum purpose and structure.
- Credible sources to justify points.

What skills can be developed and how? (In future, include research / sources to justify points)

The aims and objectives for the curriculum are appropriate for the topic and learning group

- Appropriate aims and objectives
- Learning outcomes and aims are clearly highlighted
- Great examples with justification of purpose and what's needed and why.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

- Well thought out plan and structure
- Good balance of theory and practice.
- Well balanced lectures, with theory and practical periods.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

- Good consideration of professional standards and benchmarking.
- Great variety of reliable and valid sources.

Many direct quotes, which could be included in your own words or you could have summarised what is said and include the whole document in the appendices

Comments on the scheme of work that was designed.

- Clear guidance and date, time and location.
- Highlighted lecture topics.

*Include brief teaching / assessment strategies.

*Could include Aims and Objectives for each lesson.

*What resources do the students / lecturers need?

Anything else that you would like to comment on?

- Great variety in reading list.
- Excellent planned and detailed lessons.
- Great depth of detail and information in appendices.

*Conclusion would have helped to summarise the overall proposal.

*Are there any additional lesson resources like a presentation /power point etc? (Not sure if there is any or Im struggling to see how I could go and teach with the lesson resources.

- **Peer 3 feedback**

Peer Review Feedback

Curriculum number: 4

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

Your rationale for your curriculum is really engaging and makes a strong case for why your curriculum should exist, backed by strong statistics that clearly demonstrate the issues that you are trying to address with your curriculum, along with an account of your own experiences of the issue around health and safety in practice and brings the issue to life in a more relatable way than the data alone can.

The fact that you have done research into existing film courses is thorough and clearly demonstrates that there is a genuine gap in existing programmes that needs to be addressed, you have clearly defined your targeted cohort, the fact that you have placed this module in the first semester for a level 4 group to underpin what follows next is well thought out and makes a lot of sense. Even though I don't know your subject area, I cannot think of a reason why getting learners familiar with health and safety would not be a good idea.

The aims and objectives for the curriculum are appropriate for the topic and learning group

You have created three learning objectives that are clear and relevant to the curriculum you have designed. I feel one of your key strengths here is that each learning objectives linked neatly with your final summative assessment and will give your target learners a clear understanding of what they are working towards and why.

One minor thing that may be worth considering is there are dedicated legislation and law content lectures within your scheme of work as well as there being an element of this in the proposed assignment. It may be worth considering whether that should be reflected within your learning outcomes of the curriculum,

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

I personally like the way you have structured your curriculum, and it makes sense to me even though it is not my area of expertise and would appear to be a logical way of structuring, with block one providing the theory learners need before getting more hands-on during block 2. Again, it is clear to see where your subject expertise comes through with the inclusion of the professional development day in a working TV studio

will give your learners a real opportunity to experience what they have learnt from the module in an authentic context.

I struggled to find a development point here but is it worth potentially planning in a debrief or reflection activity following such a useful professional development day, this may help students to consolidate what they have taken from the experience before they move into the final weeks and towards the assessment, however it is small thing.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

The benchmarking you have used is detailed and clearly embedded rather than added as an afterthought. Using the QAA UK Quality Cide and the QAA Subject Benchmarking for Communication, Media, Film and Cultural studies shows that you have a clear and thorough understanding of the standards relevant to your curriculum

You have also referenced your own professional standards, and your lesson plans carry this through effectively by linking explicitly to professional standards.

Comments on the scheme of work that was designed.

The timetable of your curriculum is extremely well thought out, you use a good mix of lectures, tech demonstrations, studio workshops, plus an industry appropriate visit to give the curriculum a wide variety of learning experiences across both blocks. You have genuinely done a fantastic job with this.

One thing that I would maybe look at is more around the assessment itself rather than the scheme of work, an element of it is based around a group activity. How would you measure everyone's contribution to that group assessment or plan out opportunities for plagiarism to ensure that all students are fairly assessed on their own learning and contribution to that section.

Anything else that you would like to comment on?

A minor point and again with not having any knowledge of film, when looking at the reading list, it is clearly purposeful. However, two of the key texts are potentially outdated, with one being from 2001 and the other from 2010, they may be fine and nothing has changed but with how quickly health and safety guidance and potentially industry practice could change, it made me wonder whether there are more recent sources that could be used. There might not be, but thought it was worth mentioning.

Your curriculum is really impressive, and you have clearly put a lot of thought into it. Well done

- **Peer 4 feedback**

Peer Review Feedback

Curriculum number: 4- B A Film & TV Production Management: Health & Safety and Planning

A clear justification has been provided for the proposed curriculum with an appropriate target audience.

Lewis has made a really clear case with the industry accident stats, the BBC training requirement, and that good anecdote about the tripod incident. It feels relevant and urgent. The first-year Level 4 timing is spot on giving them the basics early before they start proper productions. Target audience is nailed on I think.

The aims and objectives for the curriculum are appropriate for the topic and learning group

The aims and objectives work well. They're practical, focused on identification, planning, and demonstration, and clearly linked to the assessments. Keeping it at an introductory Level 4 standard is sensible and not overwhelming first-years but still giving them proper industry-ready foundations. The alignment with formative/summative bits are nice.

The proposed curriculum has a suitable structure for the needs of the topic and the cohort.

The two-block split (theory to practice) is logical and well thought out. Moving into longer studio sessions in Block 2 makes total sense. The professional development trip in Week 7 is a nice touch and shows good industry links.

Where appropriate, there was consideration given to relevant professional standards/benchmarking statements in the design of the curriculum.

Referencing the QAA Quality Code, subject benchmarks, and the Professional Standards Framework. It doesn't feel added on; Lewis has shown how they link to his module. The appendices with the actual documents back it up nicely.

Comments on the scheme of work that was designed.

The scheme flows well from lectures/demos in Block 1 into hands-on workshops in Block 2. The checklist worksheet idea is practical and encourages student ownership. Assessments feel balanced (portfolio + practical demo) and directly test the learning

outcomes. The group sizes and timing on assessment day look manageable. Strong practical focus overall.

Anything else that you would like to comment on?

Overall it's a strong, professional proposal that clearly fills a real gap. The invisible curriculum section on communication/leadership/collaboration is a really nice addition.