

Written Reflection & Peer Review

Teaching Toolkit 2

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Professional Graduate Certificate in Education (PCET)

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Part 2 - Written Reflection

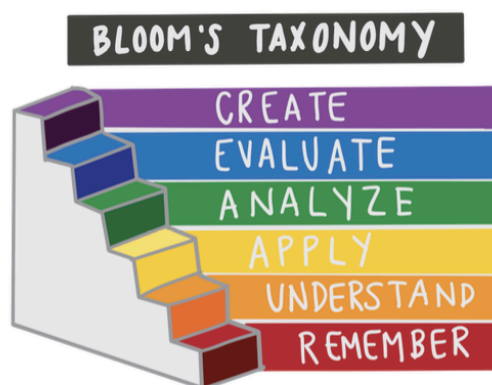
Curriculum Development Reflection

Within the process of creating a curriculum, I obtained a fresh insight into pedagogy and the educational system. By doing so, I have found that my theoretical knowledge has improved, along with key skills such as identifying types of assessments, engagement with students and providing support and guidance throughout their studies. Although this has already been delivered throughout my placement teaching, it's become heightened more so now, as I am aware of the elements within the curriculum and how it can be structured week by week. Another aspect, is that my planning skills for designing sessions has significantly improved, as I am more aware of the detail and aims and objectives. Each week, the sessions must be coherent, flow from one another and progress towards the end of the module towards the type of assessment. From having the experience of creating a curriculum, I now see and identify that each week must involve a relevant and important subject that students will benefit from. Whether it would be practical or theoretical, it must be within the curriculum idea, similar to, 'Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme', (K2, (UKPSF) | *Advance HE*, 2019).

However, the most important piece of knowledge that I have taken from this, is how important the types of assessments are. Within my curriculum, I proposed that group tutorials, individual tutorials and an exhibition for a summative assessment would be needed. The range of assessment strategies, specifically formative ones, are crucial for student support as much as it is for the staff, as both parties are able to see, engage and converse on current ideas. It gives opportunities to push students in the right direction and

offer guidance to improve their education and outcomes for the module; adhering to, 'Asses and give feedback to learners', (A3, (UKPSF) | *Advance HE*, 2019).

In addition, I became accustomed to creating and designing informative and exciting ways of teaching sessions. Within my curriculum, I proposed 3 materials that would support my sessions, and these were; 2 lecture-based and a workshop in the darkroom. There's a difference in the styles of teaching, materials used, approaches to the teaching and how students interact. I realised that as part of teaching and delivering information and knowledge to students, they also need to participate in other skills that will improve their learning and understanding. This is similar to Bloom's Taxonomy, where creating is higher on the scale rather than understanding or remembering, meaning that students will have a higher chance of adapting to the new skills and will be able to comprehend the information better than a session that is more lecture-based. Additionally connecting to, 'Design and plan learning activities and/or programmes of study', (A1, (UKPSF) | *Advance HE*, 2019). Utilising tools and more hands-on approach to teaching, encourages students to take part but additionally they will remember the workshop better than the lectures.



("General Use of Bloom's Taxonomy," 2021)

Feedback from Curriculum Proposal

From reviewing my feedback for the curriculum proposal, and considering all points given, I'm overall very satisfied and delighted. For most of the comments on each box, the notes were positive and they gave great feedback for details within the curriculum. Throughout my reflection on the feedback, I'll be adhering to the ERA Cycle of Reflection, (Jasper, 2013).

In regards to the justification, all feedback states that there's a clear statement and rationale, that I have mentioned reasons for the need of this curriculum and how it can benefit and push students to their potential. There is a note from Feedback Form 3, that more information on the 'justified gap', would have been beneficial, to discuss the reasons as to why the curriculum is not being taught. This will be considered for the future, as it will be beneficial to research reasons as to why a certain proposal idea is not on a curricula. The experience throughout was strong and included all relevant details, which outlined factors, elements and audience. I need to improve on more research skills to generate a better understanding of as to why ideas for a curriculum are not being taught. In regards to action, applying this knowledge and the skills of generating ideas and proposals within my placement setting will benefit my experience as a teacher, similar to, 'Teach and/or support learning', (A2, (UKPSF) | *Advance HE*, 2019).

From reviewing feedback from my aims and objectives, there seems to be an overall positive outlook, but there is a note left on Feedback Form 3, that states the objectives were not clear enough or precise, and it was difficult to see what the curriculum was trying to achieve out of students. I agree, as although they said it was detailed in other aspects of physicality, the aims and objectives needs to make a clear indicator of what students

should achieve throughout and by the end. Creating the aims and objectives at the time, I thought I provided a clear objective for students, but from reviewing the feedback, I can now reflect and see that there needs to be more. Going into detail and referring to certain elements will help support them.

The section that discusses the proposed curriculum entails strong feedback, as all answers bring a positive notion, that solidifies my choices and ways of designing creating. Referring back to Form 3 again, they go into detail about certain aspects of my proposal structure that they feel as though works and supports my ideas. They state, 'It aims to bring theory and practice..opportunities of practice and developing the skills and creativity'. My aim throughout was to create an exciting and challenging structure for the curriculum, that included a wide range of methods, teaching styles, activities, theoretical learning and assessments. From reading the feedback across the 3 forms, I believe that my structure presented an exemplary standard of a curriculum design. Taking this feedback, and my structure, I will be applying this to my placement teaching as it will support students learning and engagement due to the range of methods, this links to, 'The use and value of appropriate learning technologies', (K4, (UKPSF) | *Advance HE*, 2019).

Moving to how I considered the relevance of professional standards and benchmarking statements, all of my responses are extremely positive. They mention as to how in depth I was with my professional standards, throughout the proposal and in it's own section. Additionally, they state in Feedback Form 1, 'workshops and autonomy on their assessment specifically promotes the statements outlines by the QAA membership subject'. My aim was to critically analyse my choices for elements of inclusion, and by doing so, referring back to benchmarking statements supports them, and helps gather further knowledge on the core subject in pedagogy. I researched, referred back to

professional standards as much as I could when providing ideas or statements. From being critical in this aspect, this has improved my way of teaching through teacher and student experience, but also through the idea of the elements of teaching art and design as a curriculum. Utilising this, and specifically the benchmark of, (QAA MEMBERSHIP Subject Benchmark Statement Art and Design, 2019), can help me reflect and remind myself throughout my placement and further teaching. It's specifically a great structure to follow and adhere to.

The section of the scheme of work provided, they were all positive comments. Feedback Form 3, states in detail about Week 5 being interesting due to the refresher of a subject, and they say 'great way to ensure students are up to speed'. This links to the Ripples Model of learning, and how assessing is final step at the outside of the core. Following the stages of wanting, doing, making sense, feedback and verbalising, assessing is the last element. This correlates strongly back to the curriculum proposal due to the progression and development of pedagogy to students and how they learn. Ripples Model, (Race, 2016).



Ripples Model, (Race, 2016)

Other aspects included the schedules progression over the course, to the lead of the summative assessment. They all mentioned how the use of formative assessments with tutorials is a good strategy to use, due to seeing the progression of student's learning and development. I believe that my scheme of work entails a good structure, that progresses from the introductory, aims and objectives, includes practical and external activities, ranges of assessment methods, and had both theory and practical elements. Using this experience, will help support my planning within my placement teaching in Higher Education, but also any future work within pedagogy, similar to, 'Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme', (K2, (UKPSF) | *Advance HE*, 2019).

Following through to the last section of the form, all responses seem to have a good and positive aspect. They all state similar topics and statements that correlate with how the curriculum is designed thoroughly, and thought through to develop students skills and knowledge. One comment mentions, on Feedback Form 2, how they 'seemed worried that students would feel pressured for the exhibition, but it does allow time after week 6'. The reason for this, is due to how the sessions are only 1 day a week, which leaves ample time for students to develop, create and learn in their free time, and to make use of facilities and opportunities.

The curriculum itself, from receiving feedback from both students and the examiner, seems to be a great proposal and there are only minor aspects to look further into, or research for the future.

References

Advance HE (2011). The UK Professional Standards Framework for teaching and supporting learning in higher education 2011. [online] Available at: https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf.

ERA Cycle, (*Jasper, 2013*)

“General Use of Bloom’s Taxonomy” (2021) *Experiential Writing Project* [Preprint]. Available at: <https://experientialwriting.byu.edu/general-use-of-blooms-taxonomy>.

QAA MEMBERSHIP Subject Benchmark Statement Art and Design. (2019). https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf?sfvrsn=71eef781_22

Ripples Model, (*Race, 2016*)

Appendices

Part 1

1. Peer Review - Curriculum 2
2. Peer Review - Curriculum 5
3. Peer Review - Curriculum 15

Part 2

1. Feedback Form 1
2. Feedback Form 2
3. Feedback Form 3

SMART Action Plan (Table)

Part 1. Curriculum 2

Peer Review Feedback

Curriculum number: 2

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

Yes, throughout the proposal there has been a clear point of the subject of the curriculum and a strong need for the course itself due to the gap in the market and additionally how it could be used as a source of recruitment. There has been a detailed outline of the proposed curriculum, and they have stated the importance of the subject; Forensic Science. The target audience will be able to learn and adapt to the course due to the specific activities, sessions and schedule of the curriculum. Throughout, they have identified elements, strategies and the positive changes that the course could make.

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

Definitely. From reviewing the proposal, it clearly states that outlines for both aims and objectives in detail and additionally provides a strong structure for students to achieve and demonstrate. Both aims and learning outcomes gives students a clear structure to follow and to achieve by the end of the course.

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

From viewing the timetable of the curriculum, I would say that there a strong body of various types of working methods, along with external activities and assessments that strongly correlates to the topic, and also reflects and suits the target audience. Throughout, there is a diverse range of teaching methods, activities, sessions and external work for experience in realistic settings. All aspects of the timetable, following through week by week will ensure students will have understanding, knowledge, skills and first-hand experiences.

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

Benchmarking statements have been provided, they have included 4 statements that are relevant to the curriculum and mentioned them in detail. They've reflected on the benchmarking statements by identifying activities, certain aspects of practical sessions and a range of teaching methods / strategies. They have additionally reflected, analysed and implemented elements to their curriculum. Professional standards have also been mentioned, connected to the curriculum and taken into consideration through the proposal.

Comments on the scheme of work that was designed.

Both scheme of works included represents a diverse and refreshing way of teaching, they include a range of activities, teaching methods and the use of digital tools/technology. They are detailed with learning outcomes, aims, student knowledge for before the session, structures of the sessions and additionally professional standards. They both indicate a clear outline for the lessons and what they aim to include and teach. Additionally, both PowerPoints that support the lesson plans are extremely detailed, interesting and gives students a clear outline of forensic science; more specifically the decay process and bacteria and viruses.

Anything else that you would like to comment on?

I would like to note that I thoroughly enjoyed reading through the curriculum proposal. It is very engaging to read and seems to be very thought through. Overall, it is a very structured and comprehensive module that is appropriate for the target audience and the subject.

2. Curriculum 5

Peer Review Feedback

Curriculum number: 5

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

Yes, throughout the proposal there has been a clear point of the subject of the curriculum, a strong justification as to why it is needed and also stated the target audience throughout. They have stated the reasonings as to why it's important and needed, the rationale for the curriculum as a whole and provided evidence to their statements and ideas. Also, the range of assessment methods involved indicates the level of support and guidance from teacher to student. The summative assessments of this curriculum both need to have a clear and advanced level of understanding, experience and knowledge within Childcare Law, to be able to demonstrate their skills and learning. The way both summative assessments have been designed is appropriate for the curriculum.

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

Definitely. From reviewing the proposal, it clearly states that outlines for both aims and objectives in detail and additionally provides a strong structure for students to achieve and demonstrate. It gives a clear outlook on the structure of the curriculum and what is being asked of students, to prepare them for work and experience in Childcare Law.

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

From viewing the timetable of the curriculum, I would say that there a strong body of various types of working methods, along with external activities and assessments that strongly correlates to the topic, and also reflects and suits the target audience. Throughout, there is a diverse range of teaching methods, activities, sessions and external work for experience in realistic settings. All aspects of the timetable, following through week by week will ensure students will have understanding, knowledge, skills and first-hand experiences.

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

In the curriculum, there was good points that related back to professional standards and benchmarking statements. Where appropriate, they have stated the use and how they are needed throughout the curriculum and where they will be implemented. They have used these to reflect and improve their pedagogy and ways of thinking when designing their curriculum for their target audience.

Comments on the scheme of work that was designed.

Both scheme of works included represents a diverse and refreshing way of teaching, they include a range of activities, teaching methods, the use of digital tools/technology, field trips and types of assessments. They are detailed with learning outcomes, aims, student knowledge for before the session, structures of the sessions and additionally professional standards. They both indicate a clear outline for the lessons and what they aim to include and teach.

Anything else that you would like to comment on?

For the first lesson plan, it states that there is a lecture involved to teach to students. From reviewing the lesson plan, it will be great to see a PowerPoint or some sort of material to observe and see what they were planning to teach that supports the lesson plan.

3. Curriculum 15

Peer Review Feedback

Curriculum number: 15

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

Throughout the curriculum proposal, there has been a structured and detailed outline of the subject matter, what it aims to achieve and why the curriculum needs to exist. They have stated the problems and lack of care due to not enough time for dental care, and how using this will improve chances and opportunities to get more people seen in regards to their oral hygiene and dental care. The target audience has been clearly outlined throughout, and also provided additional detail to the rationale. There is a strong need for this designed and proposed curriculum due to the ongoing issues that is currently going on and using something like this could strike change.

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

The aims and learning objectives states a clear indication for the structure and level of detail that students will need to obtain and learn. It outlines points that students will need to demonstrate, familiarise themselves with and learn skills and practical work.

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

Throughout the curriculum's structure, there is a wide and diverse use of teaching strategies, types of engagement and use of practical work. They have outlined and made a clear point of utilising all knowledge, understanding and skills to practice and demonstrate to achieve their aims and outcomes at the end. There is additionally the use of video clips, discussions, group works, raising awareness on incorrect dental care and preventing issues, and the whole curriculum structure seems to cover and highlight all aspects of Oral Hygiene Information.

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

From reviewing the entire proposal, there is a detailed amount of professional standards and benchmarking statements included and referenced. This shows that they have highlighted, thought about the rationales and how their sessions or ways of teaching will implicate their pedagogy to students. Continuously referencing and referring back to professional standards and benchmarking statements, such as the Well-being of Future Generations (Wales) Act 2015, indicates their level of thinking and how this course can improve dental care in Wales; essentially looking ahead and trying to make positive improvements.

Comments on the scheme of work that was designed.

Both scheme of works provided indicates a strong and deep level of thinking for teaching material, and shows details of time, subjects, assessments and teaching strategies. The use of presentations discussions and workshops implies a hands on approach and practical work is a useful strategy.

Anything else that you would like to comment on?

The poster examples provided to support the lesson plans shows the detail and level of understanding and knowledge. It additionally gives students and insight on what to create and to include, and shows the level of which they should be achieving. All posters highlights the importance of dental care, and also raises awareness on aspects that can cause issues and problems. The posters were detailed and eye-catching.

Part 2

1. Feedback Form 1

Peer Review Feedback

Curriculum number: 16

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

Yes, justification for the curriculum is clear. There is a need for ensuring that photography students learn the grass roots of the industry to help maintain and ensure that these processes and techniques do not get forgotten.

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

Yes, aims and objectives are clearly identified and progress well throughout the curriculum. The achievement of the course aims is reflected on the scheme of work and seems to progressively develop students' skills and knowledge appropriately.

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

Yes, it has considered and chosen topics well and has developed them in an organised manner. Different learning and teaching styles have been employed and paired nicely and appropriately to allow for the achievement of the learning outcomes.

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

Appropriate benchmarking statements had been utilised and considered in the creation of the curriculum where appropriate. The development of the curriculum has considered these benchmarking statements and ensured that the progression of teaching allows ample opportunity for learners to develop their own creativity within the module. The workshops and autonomy on their assessment specifically promotes the statements outlined by the QAA membership subject benchmark statements highlighted in this proposal.

Comments on the scheme of work that was designed.

Layout is good and is easily digestible, yet detailed enough to allow others to have a grasp of what each week would entail. The progression of learning is evident with each week building upon the last session, allowing students to put theory into practice. A variety of teaching strategies and learning activities have also been utilised and ample opportunity for hands on learning is provided which compliments this practical module.

Anything else that you would like to comment on?

Curriculum is well thought of and has a clear need. It is quite worrying that this is already not part of the existing course considering topics and techniques seem to be vital in the field. The development is well thought of allows students to explore techniques within photography that may have been forgotten or taken for granted. The workshops and the assessment choice really allows students to develop their own footing and creativity which as I have heard is crucial in the Arts.

2. Feedback Form 2

Peer Review Feedback

Curriculum number: 16

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

It was made clear from the first paragraph who the intended audience is. They also clearly stated that previous knowledge and understanding were important because the curriculum is to support full-time students to apply theoretical thinking to their work. They explain that in the digital world that we live in today, students need to understand the history before the digital era.

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

The aims and objectives are clearly stated in the curriculum proposal, I like how the curriculum designer encourages the students to experiment and evolve in their practice by using a reflecting model. They want to encourage students to use previous knowledge, reflect on it, intervene through tutorials, and then re-evaluate their past experiences. I like this approach as the curriculum appears to be a physical curriculum, where students are constantly reflecting on their work. I like how the students are given the opportunity to display their work in an exhibit, however, I would like to know would the cost of the supplies for the work be covered for the display or if that would be at the cost of the student. It was also very clear that the students would be aware of what would be expected of them during the course.

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

The curriculum is a ten-week course, which is on a clear table and is easy to read. Each week identifies the title, lesson aims, topic of session, activities, and resources, making the curriculum easy to follow. Initially, I thought a ten-week course would be too long, however, after reading the timetable I can understand the reason for the ten weeks, this is because the curriculum allows time for group and individual tutorials and preparation for the exhibit.

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

The curriculum designer went into great depth about professional standards. They mentioned QAA membership, along with the UK Professional Standards Framework, and also the core knowledge framework. They were very detailed in their description of the importance of each one and how important it is if they are implemented to get a better outcome for both teacher and student. Although one section of the proposed curriculum was set aside to simply discuss the professional standards and benchmarking, they continued to mention them elsewhere in the proposed curriculum.

Comments on the scheme of work that was designed.

The curriculum is nicely designed in a way where the teaching, learning, and assessments are across multiple sessions and in a progressive way. The curriculum has both formative and summative assessments, which complement each other, this also helps the teacher have an understanding of where the students are with their learning.

The curriculum is very easy to follow and has a wide variety for the students to have the best possible outcome for their learning, it states that students need to have a background in photography and that this curriculum will enhance their knowledge of the subject during their second year and states that it is worth 20 credits towards their second year, all are clearly stated.

I thought it was very good that the curriculum timetable allows for tutorials and reviews from week 6 which leaves ample of time for students who may have missed some of the lessons to catch up on their work and have that extra support before the exhibition.

Anything else that you would like to comment on?

I enjoyed reading your curriculum and the core knowledge of yours that you have put into it makes it a very pleasant read and easy to follow and understand. I did however feel that students may feel pressured by time and getting their work ready for the exhibition, but as I continued to read through the curriculum it does allow for time after week 6.

3. Feedback Form 3

Peer Review Feedback

Curriculum number: 16

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

The audience is very specific, and will help target the curriculum content towards a clear cohort which is a level 6 undergraduate student in their second year. They take on board the skills that the students will have gained during year 1, allowing them to be dive deeper into the topic which will be suitable to the experience and skill level of the students.

A clear position has been provided, outlining how this module will fit into the course, which is aimed at level 6 undergraduate students, and more importantly how it fits into the wider curriculum during year 2.

It appears that this course is to ensure traditional methods are learned and understood in order to provide students with the foundations to develop their own practice. However, I feel more information on the identified 'gap' could have been provided to show how this perhaps isn't currently being delivered although it does state that other places such as the Royal Academy of Arts are delivering similar courses which was good.

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

The overall aim of the course was shared, but not in the traditional sense where explicit aims and outcomes are provided (as we normally see in lesson plans, etc.). It was difficult therefore to understand what the course would actually achieve. However, there was plenty of description around what would be explored, for example experimenting with new methods, influenced by artists, take part in activities, develop a diary, etc. Summarising these into what the actual aims and outcomes of the course would be useful to get a clearer understanding of what is to be achieved.

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

Clear thought on how the curriculum will be designed is evidenced through a series of weekly sessions, with each week building upon and progress their skills with the end summative assessment in place. A detailed list and considered of the skills involved has been provided in section 8, ensuring students are developing suitable skills aligned to the curriculum.

It aims to bring in theory and practice, and so the activities included has been designed to align to the practical nature of the course, including opportunities of practice and developing the skills and creativity of the learner which is good. For example, by taking part in activities and research to develop their own practice and work towards an exhibition at the end of the course.

The summative assessment strategy seems suitable, as it allows students to showcase their knowledge and skills developed throughout the course and to showcase how they've progressed and developed their own practice. The use of formative assessment has also been recognised as important which aligns to the guidance and development of their practice, ensuring they are receiving regular feedback in addition to utilising a feedforward approach to inform their practice.

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

Yes, the use of the QAA benchmarks for Art and Design were noted, ensuring the course is aligned to these. It is clear from the statements shared, that this curriculum aligns chosen benchmarking statements. This is evidenced through the activities and teaching strategies used, as well as the consideration of additional skills as outlined in section 8. Consideration to how this module aligns with the wider course has also been considered which aligns to another QAA statement shared.

The UKPSF were also used as benchmarking statements, which shows how the curriculum will meet these. This has been addressed in detail, proving thoughtful consideration of the standards.

Comments on the scheme of work that was designed.

A very detailed scheme of work, outlining how each week progresses the students' knowledge and practice. It was also good to see the aims of each session, however the addition of the learning objectives would help showcase what will be achieved each week. This would also help provide other team members with an understanding of what knowledge and skills are planned to be developed.

Consideration has also been given to students understanding of the task, providing a dedicated session in week 3 for student to familiarise themselves with creating a body of work. I think this is particularly useful in ensuring all students are aware of the process and avoids any assumption of what students should or shouldn't know.

Week 5 is particularly interesting in providing students with a refresher on some of the topics they should know already. A great way to ensure students are up to speed with the relative information, and is very inclusive, ensuring those students who may have missed this session in the past can have the opportunity to develop the appropriate knowledge.

There is good use of formative assessment and support through use of group tutorials which is good to see. This aligns to the proposal in ensuring students are supported throughout.

I also like how the use of an exhibition visit is included, providing students with first hand, authentic experiences of what to expect, and how their work will look like in their exhibition. This ties in with the proposal of not only bringing in authentic experiences, but also supports students in providing them with a real-life example of what their final assessment will look like. Seems to be a very student-centred approach, in ensuring the student has everything they need to succeed.

Anything else that you would like to comment on?

It's clear the writer is passionate about this subject area and has approached the curriculum with the student in mind. Through regular check ins and formative assessment, to authentic experiences, it's clear that the curriculum is designed to meet the needs of the students and aligns well with benchmarking standards.

	Be more specific with aims and objectives - curriculum & lesson plans	More research on curriculums, and if there is a gap.	Additional research on modules, curriculum guides etc.	Design and create more physical and engaging sessions.
SPECIFIC	Think deeply about what I want students to achieve throughout the curriculum Set targets specifically. (K2)	Conduct extensive research, gain knowledge and understanding about photographic curriculums (V3)	Read and gather research on specifics when teaching photography in Higher Education. (V3)	Collate ideas and consider facilities to create extensive workshops and activities. (A1)
MEASURABLE	Consider all aspects involved in either curriculum or lesson plans. (K3)	Looking deeply into the market in higher education on curriculum subjects within the arts. (V3)	Reading more, brings clarity and better understanding of pedagogy in HE. (V3)	Utilising this through my own placement setting. (K4)
ATTAINABLE	Making sure I have considered all important elements - strategies, assessments, engagement, subject. (K2)	Time, research and consistency to learn about any gaps within the educational system of photography or the arts. (V3)	Attainable due to conducting research in personal time. (V3)	Using facilities in placement setting and making use of their equipment. (K2)
RELEVANT	It helps practice and become accustomed to creating them, plus it's extremely useful for students to follow. (K6)	Relevant due to see if there is anything missing that could potentially be touched upon and brought into HE. (V3)	Gives a great insight on what is included in regards to structure and development. (A5)	Extremely relevant and useful, as it provides students with opportunities and additional skills. (V2)

TIME-BASED	Short time to conduct.	Will take a while due to researching extensively.	Approximately will take a while due to the amount of research.	Depends on how long and advanced the activities are.
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