



MODULE CODE: ECPT6007

**ASSESSMENT COMPONENT: A2 Written
Reflection & Peer Review**

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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 ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
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.

Curriculum Development Project – Reflection

Cottrell (2023), describes the reflective process as a way of deepening our understanding, reinforcing learning and has the potential to lead to improvements, transformation, and change. In the context of this assignment the reflective practice will allow me to self-assess the curriculum development project that I proposed using the peer feedback that I received, and also to reflect on the experience of providing feedback to my peers on their curriculum development projects. This reflection will allow me to improve my practice when moving into employment.

For the purpose of this assignment, I will be using Gibbs (1988) reflective cycle (McLeod, 2025) to reflect upon my curriculum development, the peer feedback that was received and the experience of giving feedback to my peers. Gibbs reflective cycle goes through six reflective practices. First is a description of what is being reflected on, then a person's feelings about the experience, an evaluation of what they are reflecting on and then an analysis to make sense of the experience. Finally, Gibbs's cycle concludes on what could be done differently and finally an action plan to improve my own practice for the next time I need to complete a curriculum development plan (The University of Edinburgh, 2024).

The assignment was to produce a curriculum development plan on our own chosen areas of interest which included a justification for the course, or module, a scheme of work showing what would be taught and lesson plans and resources for the module. We also needed to explain where the professional standards would be met and how the course would be assessed. The curriculum that I developed was aimed at Level two students studying childcare. The module was an additional module on the course looking at the importance of play, how play can be facilitated and the barriers that some children face to access play. Although the topic of play is already covered in the level two course, it looks at the theoretical approaches to play rather than the practical application and benefits of play for children.

I was confident when starting this project as childcare is an area that I specialise in, it has been my main area of study and employment for a long time. When looking at the Level two specification there were several areas that could have been covered, however

I was confident looking at play and the benefits as it is an area that is often overlooked. The topic of play is also a key factor of the Curriculum for Wales (Welsh Government, 2020) as experiential learning is a key aspect of development from birth (Welsh Government, 2023).

When looking at the curriculum I was pleased with how it came together. The justification I feel was strong, showing the need for the course, however I found it challenging trying to show how the course would be assessed to show the students progress and development through the course. The summative assessment at the end of the course was adaptable to meet the individual needs of the learners, this I thought would be a positive to the course as it would allow the learners to choose a style of assessment that suits them, however the formative assessments in each lesson were more challenging trying to find different ways to monitor progress and student knowledge on the subject. I tried to add a variety of formative assessments to keep the students engaged in the activities.

In the process of designing this proposed module what I found challenging was ensuring that there was a variety in the lesson topics and teaching styles, finding a balance between theory and practical study. This was difficult as there was so much information on the topic of play that could be covered, it was difficult to pick out the key aspects while still allowing for practical learning. It quickly became evident that it is not realistic to attempt to fit all aspects of play into the course and that I would need to prioritise what the students would find beneficial for their further study or employment.

Another aspect that was a challenge to look at was that of ensuring that the activities were accessible for all students. There could be several barriers that could face the students in accessing the sessions, for example an additional learning need or mobility difficulties that could make some of the proposed activities difficult for the students and so either needed to be adapted or changed for a more appropriate activity. Another barrier to the students learning could be cost, especially if the students were expected to find their own way to the children's centre or provide their own resources for the practical session, therefore it was important to ensure that the costs were minimised and subsidised by the college. This however led to the development of the low cost no cost

play session for the students as well as the lesson on play using objects from around the home.

Reflecting on the proposed module there are missed learning opportunities in the module that I would change. For example, the opportunity to work across the course curriculum and bring in prior knowledge that they have studied in to this module, for example using their prior knowledge of safe environments to risk assess play activities and their work on children's development to plan play activities that can be adapted to suit the age and needs of the child.

Another missed opportunity that I would change if given the chance would be to take the students to a play session that is run by the local councils play team to show how they are able to involve all children from birth to teenagers in their sessions. This would give the learners a positive example of play opportunities and also of future career opportunities should they wish to continue with their childcare career in the future.

The second part of the project was giving peer feedback on their curriculum plans and then receiving their feedback on my work. I struggled giving critical feedback to my peers as I did not feel that I was in a position to do so. It was particularly challenging reading their curriculum plans and the work they had put into them and then giving them constructive feedback. I tried where possible to ensure that I acknowledged the positives about their work and that the feedback that I was giving was constructive.

The feedback that I received from my peers was generally positive, all of the feedback commented on how thoroughly I explained my justification for adding this module to the level two course. One of the feedback sheets commented on how I could make my justification more concise. This is something that I will take into consideration moving forward with my planning, as on reflection this is something on which I can improve.

All of the feedback sheets commented positively on the lessons and how they were a mix of theory and activity sessions, and also how the progression of knowledge through the course is evident in my planning. I am pleased about this as it was something about which I was concerned. Also noted by my peers was the assessment methods through the module. One of my peers felt that I could have added a grading criteria into the

module information to give guidance to the students on the course. This is a valuable critique and something that I will add on to any future planning that I do.

I am pleased that my peers commented positively on my aims and objectives of the lesson and also on the engagement with the professional standards as this is something that has been mentioned in my feedback during observations. The feedback from my peers was also complimentary of my lesson plans and resources, stating that they are easy to follow and would allow for a third party to come in and teach the lesson.

From the feedback given by my peers there are areas on which I can improve. The assessment style is good however I could add the marking criteria in future planning to ensure the students have targets to aim for; this would support them in reaching their full potential. Also, in my future work I will aim to get the information across in a more concise way, while not missing out any of the details required.

Overall, I found this activity interesting to complete and also the peer review process was both challenging and informative. The opportunity to see what our peers are working on and towards was enlightening and interesting, however I need to work on my confidence in assessing and providing feedback, again this is something that I will work on through my future employment.

Reference list

Cottrell, S. (2023) Critical thinking skills: effective analysis, argument and reflection. Fourth edition. London: Bloomsbury.

McLeod (2025) Gibbs Reflective Cycle. Available at:
<https://www.simplypsychology.org/gibbs-reflective-cycle.html> . (Accessed on: 20 May 2025)

The University of Edinburgh (2024) Gibbs' Reflective Cycle. Available at:
<https://reflection.ed.ac.uk/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> . (Accessed on: 20 May 2025)

Welsh Government (2020) Introduction to Curriculum for Wales guidance. Available at:
<https://hwb.gov.wales/curriculum-for-wales/introduction-to-curriculum-for-wales-guidance/> (Accessed on: 19 May 2025)

Welsh Government (2023) 'Early childhood play, learning and care: Developmental pathways 0 to 3'. Available at: <https://hwb.gov.wales/api/storage/56774946-48aa-4fab-adda-f27508d8dc8f/early-childhood-play-learning-and-care-developmental-pathways-0-to-3.pdf> . (Accessed on: 21 May 2025)

Appendices

Feedback Received

Peer Review Feedback

Curriculum number: 2

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

The curriculum offers a clear justification that is underpinned by relevant theory, national priorities (Curriculum for Wales, play policy). The rationale demonstrates a sophisticated understanding of the importance of play in early years education and links this effectively to the needs of the target learners Level 2 students training for the childcare sector. The use of current government reports and professional standards shows understanding of the subject area, informed by recent scholarship. The target group is matched to the curriculum level.

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

The curriculum's aims and objectives are well-matched to the topic of play and creativity in early years education and are clearly suited to the Level 2 learner group. The aims show balance between theoretical grounding and practical skill development. The objectives are specific, measurable, and demonstrate a sound understanding of learners' developmental stages and professional requirements. There is a good level of understanding, with reference to current research and curriculum guidance (Curriculum for Wales, Welsh Government policies). The learning outcomes are realistic, achievable, and scaffolded to support progression.

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

The curriculum demonstrates a strong and coherent structure that effectively meets the needs of both the topic—play and creativity in early years—and the Level 2 learner cohort. The blend of theoretical input, practical activities, guest speakers, and experiential visits supports varied learning styles. The inclusion of formative assessment throughout and a flexible, inclusive summative task reflects an understanding of both academic development and real-world childcare practice

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

The curriculum shows clear alignment with relevant professional standards, outlined by the Welsh Government and WJEC for Further Education practitioners. Professional values such as safeguarding, inclusion, reflective practice, and the promotion of bilingualism are thoughtfully embedded in both the scheme of work and lesson plans.

Comments on the scheme of work that was designed.

The scheme of work is well-structured and clearly sequenced, reflecting a strong understanding of how learners progress over time. Weekly topics build logically from foundational theory to applied practice, incorporating formative assessment opportunities throughout.

Anything else that you would like to comment on?

Activities are diverse, engaging, and appropriately matched to Level 2 learners, showing thoughtful differentiation and inclusivity. The incorporation of guest speakers, practical exploration, and external visits adds further richness and reflects a real-world application of theory.

Peer Review Feedback

Curriculum number: 2

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

A clear rationale for the proposed curriculum is given; With reference to studies conducted in the field of childcare and the importance of theoretical training combined with practical skills, the need for this curriculum is justified. The target audience is explained and justified in great detail (Level 2 Children's Care).

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

The aims and objectives are outlined extensively and are appropriate for the learning group; The outcomes are challenging yet achievable for this level cohort. The outcomes are also measurable. The module aims are specific to the topic and essential foundational knowledge points for the field of childcare.

The module outcomes provide many different opportunities for students to adapt knowledge gained in this module into useful models of assessment.

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

The curriculum has a structure that seems to grow in difficulty as the lessons progress, but never to a point where the outcomes are unachievable. which is appropriate for this level of study. The module has a nice flow between practical sessions and theory based learning, giving students many opportunities to take their learning and adapt it into relevant real world scenarios.

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

The professional standards are outlined in detail here. There are in depth explanations on how each professional standard will be met in this module. It is good that the importance of safeguarding policies has been mentioned in regards to demonstrating commitment to learners.

Comments on the scheme of work that was designed.

Each assessment of every lesson as been thought out well here, with the use of multiple assessment strategies as well. This sets the module up for success.
Clearly much thought has gone into the recourses required for each individual session.

Anything else that you would like to comment on?

There is clearly a gap in the field of childcare education for this module and the reasoning for why has been explained and rationalised throughout with references to studies and theories from professionals in the field.
The scheme of work flows nicely and lands on a relevant assessment.
Lesson plans are detailed and easy to read and follow, making them easier to be conducted by a third party.
Appendices includes relevant documentation that is important for professionals to be aware of in the field.

Peer Review Feedback

Curriculum number: 2

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

The curriculum provides a clear rationale suggesting that a more in-depth knowledge of play for childcare workers will help to support children in learning environments for focusing on play within early childhood education, aimed at childcare practitioners in further education. The curriculum is also supported by relevant research and policy documents (e.g., Play Wales, UNCRC, Welsh Government reports).

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

The aims are clear and realistic for the level of study and relate to the intended outcomes of preparing practitioners for early year settings. Objectives build logically from knowledge acquisition (theories of play) to practical application (planning inclusive activities). There is a strong sense of scaffolding to help students build from understanding to application.

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

The eight-week structure is well thought out and progressive. It balances theory and practical activities very effectively. The visit to Swansea Play Centre and guest speaker inclusion are excellent examples of experimental learning.

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

The curriculum strongly references the professional standards and integrates them well. There is clear evidence of planning for learner well-being, inclusion, and bilingual practice. The lesson planning shows thoughtful attention to student well-being, accessibility and safeguarding, helping to create a supportive and inclusive environment.

Comments on the scheme of work that was designed

The scheme of work is thorough, detailed, and clearly sequenced. It has a strong practical focus and makes good use of active learning methods (e.g., group work, discussions, workshops). The balance of formative and summative assessment is excellent, and students are given clear opportunities to engage in self-evaluation.

Anything else that you would like to comment on?

This is a well-planned and thoughtful curriculum proposal. The emphasis on practical skill-building alongside knowledge of play theory provides a strong foundation. The use of local examples and links to Welsh culture and legalisation is good practice.

While the curriculum is well-structured and thoughtfully planned, there are a few areas that could be enhanced further to strengthen its clarity and alignment. These include:

- The curriculum could benefit from clearly stated marking or grading criteria for final summative assessment to help students understand how their work will be evaluated.
- The introduction provides a strong overview of the importance of play but could be more concise and focused by linking more directly to the specific learner, such as outlining typical learner needs or gaps at level 2.
- Consider providing a little more guidance on how the module links to wider progression routes or future roles in the childcare sector.

Overall, this is a thoughtful and meaningful module that responds well to sector needs and supports professional standards throughout.

Feedback Given

Peer Review Feedback

Curriculum number: 3

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

The Curriculum is clear, and the student has provided a clear justification for the course and the purpose in the police training and has identifies key challenges in the subject. The student has identified the target audience for the course and has outlined where the course would fit into the current training programme.

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

The aims and objectives are clear and achievable. Each lessons aims and objectives are clearly stated in the scheme of work and are achievable in the session. They are also appropriate for the topics and the level of study.

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

The proposed structure of learning is clear and lays out clear progression through the course. They have identified that formative assessments will be carried out each session leading to a summative assessment at the end of the course showcasing the students learning on the topics covered.

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

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The student has stated the QAA benchmarking requirements through their work and have quoted and linked their work to ensure that the course meets the necessary standards. They have also displayed where professional standards would be met in each session in their lesson plan and have fully expanded on how they would be met.

Comments on the scheme of work that was designed.

The scheme of work is well planned and shows a clear progression of learning from start to finish. The layout was difficult to read and could possibly have benefited from being in a table format or underlining or highlighting the titles to make it easier to read. The summative assessments laid out in each session were progressive and I like how the learning was then displayed through a summative assessment.

Anything else that you would like to comment on?

The learner justified why the course would be beneficial and where it would fit into their learning. I liked how they have added role play to the sessions to give the students scenarios to practice on and the mixture of different styles of lessons, and how they have acknowledged that some of the course content may be sensitive and potentially triggering for the students.

Peer Review Feedback

Curriculum number: 5

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

The student has clearly justified the need for the course as there is a lack of prior learning on this subject. The target audience has been clearly identified with the course being the first module of study highlighting the need for this to take place to ensure that all of the students have a strong working knowledge of the equipment and techniques that will be required for the course. They clearly identify that the course would lead to the students all being of a similar level the starting point of their learning.

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

The lesson aims for the course are clearly stated along with the justification and need for the course to take place. In the scheme of work the lesson aims and objectives are clearly laid out for each session with achievable objectives for each session.

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

The intensive nature of the course, and it being the first module completed, means that the students have a quick introduction to the skills that they will need later in the course. The curriculum is skills based and interactive which is in keeping with the general course format.

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

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The professional standard they will be met are stated in the curriculum plan however the student did not link the course to the benchmarking statements set out by QAA which would be relevant to this course as it is aimed at a level 4 university course.

Comments on the scheme of work that was designed.

The scheme of work is well set out and shows a clear progression of learning and skills for the student during the intensive course. The structure is skill based which meets the needs of the course and the students participating in it. The assessment is appropriate however the reflective nature could have been partnered with the demonstration of the practical skills that they have learnt on the course.

Anything else that you would like to comment on?

I really like how the course is based off your first hand experiences on the gaps in the knowledge of the students and how this course would support students in learning skills that would be valuable for the during the course and also the lecturing staff who could be confident that the students have the basic knowledge and skills to complete the tasks needed for the rest of the course.

Peer Review Feedback

Curriculum number: 8

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

The justification is clear in this course with a clear demonstration of where the course would meet the needs of the students. It bridges the gap between A level and degree level business studies and show a clear understanding of the needs of the students to support them in their learning to help them to reach their full potential.

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

The modules aims and objectives are clearly outlined. The outcomes may not be measurable against success criteria; however, I like how the outcomes are based on the topics covered and are linked with real-world skills such as creating a business plan and swot analysis.

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

The curriculum shows clear progression from the start of the course to the end and builds key knowledge and skills for moving on to the next step in their education. The structure of activities and the variety of activities would keep the students engaged in their learning. The use of guest speakers, simulations and debates would help the students gain a practical understanding of the topics covered.

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

The course is stated to be aligned with the professional standards however does not go into detail about which professional standards are met and how they will be met during this course. Links are also made to the QAA benchmarking standards.

The links to the business specific standards and framework was very interesting and relevant to the course.

Comments on the scheme of work that was designed.

An interesting scheme of work that is varied in delivery methods and skills. The assessments are a mix of formative and summative and are clearly laid out and based in the knowledge that the students will gain on this course.

Anything else that you would like to comment on?

I really like how you have described the different teaching strategies that would be used on the course and how each teaching strategy benefits and supports the learner. I like the guest speaker aspect as it gives the course real world connections and understanding.