



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

MODULE CODE: ECPT7004

ASSESSMENT COMPONENT: A2
Written Reflection & Peer Review

STUDENT NAME: Daniel Ashby

STUDENT NUMBER: 2114240

WORD COUNT: 1577

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.

Reflections on my personal learning

I have used Gibbs' reflective cycle as a framework, outlined by Aneis Hashim et al. (2023) as consisting of six stages, description, feelings, evaluation, analysis, conclusion and action plan. This provides a clear structure for reflecting on my professional learning.

Description

As part of the teacher toolkit 2 module, I designed a four-week curriculum to develop foundational knowledge of the Curriculum for Wales and assessment practice for Level 4 trainee teachers, making all content selection, sequencing, delivery and assessment decisions independently.

Feelings

My initial feelings towards the development of my curriculum were that it would be relatively straightforward, having experienced initial teacher training myself and identifying what I felt was a clear gap in learning, I felt the content decisions were clear and evident. However, once I began thinking more carefully about sequencing content, I began to feel more unsure. Crowe and McGarr (2022) identify this type of confidence as a characteristic of the apprenticeship of observation which can be explained as a tendency to draw selectively on your own schooling or training when making professional decisions, constructing these memories in a way that feels coherent, and goal driven rather than recognising them as partial and specific. On reflection, the initial ease with which content decisions were made were not necessarily a sign that those decisions were well-grounded but that they had been filtered from my own perspective.

Evaluation

As I reflect on the design process, the structured and sequential approach to decision-making provided me with a useful scaffold for thinking through my curriculum in what I felt was a systematic way. However, it exposed another significant limitation in my thinking. My initial module ideas were intended for a cohort that had a similar starting position to myself, coming into teacher training with limited prior experience of school teaching, however I had neglected to consider that any potential cohorts studying my module could come from a wider participation background and may already have previous school experiences through past training or employment. Rowan et al. (2021) identify designing ITE curricula for diverse learner

cohorts as one of the most significantly under considered problems in teacher education, further noting that whilst diversity is widely acknowledged, substantial structural responses remain underdeveloped in practice. This is further supported by Van Bommel et al. (2025) who argue that effective ITE curricula must be actively designed to respond to and account for learner diversity rather than assuming universal experience.

Analysis

Ashwin (2020) argues that effective curriculum design should not begin from content but from the experience intended for learners, framing access to knowledge as a matter of social justice rather than content coverage. Through this lens, my design process was fundamentally flawed, beginning from what I wanted to teach rather than from who I was teaching and what I wanted them to experience. Yet, although Ashwin's (2020) argument is compelling, Bertram and Rusznyak (2024) offer an important counterargument, instead arguing that designing an ITE curriculum involves navigating conflicting priorities and constraints that make genuine learner centred design difficult to achieve in practice, regardless of the designers' intentions. This conflict was felt during subsequent redesigns of my original module idea, where content coverage needs still sat uncomfortably alongside my new aspiration to start from the learner. Priestley, Biesta and Robinson (2015) highlight this as professional agency as an ecological experience shaped by personal experiences, professional knowledge and structural contexts. It is now evident that my early design judgements were more constrained by personal experience than by genuine professional agency.

Conclusion

My most significant learning came from recognising that I had started by asking the wrong question. Rather than my starting position being "what content comes first?" my initial approach should have been "where are my learners' starting points, and what does the journey to the learning outcomes and assessment look like?" This realisation arose when considering Crowe and McGarr's (2022) explanation of the apprenticeship of observation and the structural pressures that Bertram and Rusznyak (2024) identify as central to ITE curriculum design. Ultimately the views of Ashwin (2020) that curriculum design which does not begin with the learners risks introducing inequalities has been a sobering consideration that will change my approach when designing future curricula.

Action Plan

In revising my proposed curriculum, I would start with my intended learners' potential prior experiences, building from there to ensure I can cater for a range of needs. Swift et al. (2024) argue that engaging with curriculum design as a professional enquiry rather than a technical exercise is a meaningful form of professional development, which develops knowledge and judgement that other forms of CPD cannot replicate. Priestley, Biesta and Robinson (2015) remind me that professional agency develops over time through a combination of experiences and reflection. Developing a learner first approach to curriculum design has emerged as a professional development priority.

Reflections On Peer Review Feedback

The peer feedback process resulted in four detailed responses to my proposed curriculum, generally positive in recognising the strength of the research, the relevance of my curriculum to the Curriculum for Wales (CfW) framework and my proposed assessment strategy. There were areas for development which I have considered critically below,

Rationale and Curriculum Decision-making

A consistent theme in my feedback was that the rationale did not always make clear how individual sources had informed specific decisions in my curriculum. On reflection, this is an area of feedback I accept. Loughlin, Lygo-Baker, and Lindberg-Sand (2021) contend that constructive alignment requires evidence to be clearly connected to design decisions rather than simply positioned alongside them. Equally, as this is my area of expertise, I may have overestimated my readers' familiarity with the subject. Gonsalves and Lin (2025) argue that transparency should not be reduced to just the availability of information but should also account for how different stakeholders are supported in understanding it. If I were to revise my proposed curriculum, I would make the links between policy context, academic evidence and curriculum decision making explicit from the point of drafting, rather than left open to interpretation.

Learning Outcomes and Taxonomy Framing

Feedback received suggested that explicitly referencing Bloom's Taxonomy would have strengthened the curriculum proposal and that outcomes could be more clearly linked to the

assessment. I can partially accept the feedback, though it would benefit from further critical examination. Stanny (2016) argues that the same action verbs can appear across numerous taxonomy tiers dependent on the context, suggesting that the verbs alone cannot reliably indicate cognitive level, a concern echoed by Newton, Da Silva and Peters (2020) in the UK higher education context. That said, I feel that the taxonomy verbs I used in my curriculum outcomes were appropriate for the level of learner the curriculum was aimed at. When mapping to assessments, Larsen et al. (2022) provide empirical evidence that the context of assessment matters much more than verb choice. These findings suggest that while naming the taxonomy and selecting appropriate verbs may improve the visibility of curriculum logic, it does not guarantee cognitive rigour, this aligns with rigid systematic application of Bloom's Taxonomy that Loughlin (2021) cautions against. Frost and Ackrill (2025) also caution that mapping outcomes to assessments risks functioning as an auditing exercise if the reasoning behind each outcomes selection remains implied; their concept of fracture points suggests that mapping is necessary but insufficient unless the why of each outcome is made visible to all stakeholders. When considering my curriculum proposal, I would make explicit from the outset the reasoning connecting intended learning, cognitive demand and assessment evidence, with the rationale for each outcome made transparent.

Scheme of Work and Pedagogical Transparency

The feedback received from my peers noted that my scheme of work lacked detail on pedagogical approach, the what is present but the how is absent. This is feedback that I accept, though I feel it can be partially defended. The pedagogical rationale for sessions was present within the lesson plans provided for sessions, therefore the issue is not a lack of thinking but that it was not visible at the right level of the curriculum. Gravells (2017) positions a scheme of work as a planning document that should show the logical progression of learning, suggesting that its function extends beyond sequencing content to making the structure and development of learning visible. Morrison-Love and Patrick (2025) argue that conventional planning formats, organised around time and activity, tend to suppress this kind of pedagogical reasoning in favour of technical and organisational sequencing. Distributing the how across my lesson plans rather than at scheme level has produced exactly that effect. Mansfield et al. (2026) reinforce this point by stating that where reasoning connecting intended activity and intended learning is not made visible at the level where sequencing

decisions are made, the clarity of the curriculum design becomes harder to evaluate and harder to enact, thereby confirming the feedback received from my peers. To strengthen my curriculum, I would make the scheme of work's pedagogical logic explicit, rather than leaving it implied across individual lesson plans.

Conclusion

The peer review process has been a genuinely valuable experience, surfacing issues of transparency and design logic that were not apparent to me during the initial writing process. The most significant learning outcome is that clarity cannot be assumed simply because the logic of the curriculum is clear to me as its designer. In future, I need to ensure I make my reasoning more visible to others, particularly where my own subject expertise may lead me to treat important decisions as self-evident rather than explained clearly.

References

Aneis Hashim, S.N. *et al.* (2023) 'Exploring the Use of Gibbs' Reflective Model in Enhancing In-Service ESL Teachers' Reflective Writing', *Arab world English journal*, 14(2), pp. 236–253. Available at: <https://doi.org/10.24093/awej/vol14no2.17>.

Ashwin, P. (2020) Transforming university education: a manifesto. First edition. London: Bloomsbury Academic.

Bertram, C. and Rusznyak, L. (2024) "Navigating Tensions in Designing a Curriculum That Prepares Preservice Teachers for School-Based Learning," *Education as change*, 28(1), pp. 1–23. Available at: <https://doi.org/10.25159/1947-9417/14677>.

Crowe, F. and McGarr, O. (2022) "An Investigation of Preservice Teachers' Apprenticeship of Observation Through a Lens of Autobiographical Memory," *Journal of teacher education*, 73(4), pp. 410–423. Available at: <https://doi.org/10.1177/00224871221087199>.

Frost, D. and Ackrill, R. (2025) "The multiple dimensions of curriculum mapping: designing a comprehensive outcomes-based framework," *London review of education*, 23(1). Available at: <https://doi.org/10.14324/LRE.23.1.17>.

Gonsalves, C. and Lin, Z. (2025) "Clear in advance to whom? Exploring 'transparency' of assessment practices in UK higher education institution assessment policy," *Studies in higher education (Dorchester-on-Thames)*, 50(7), pp. 1454–1470. Available at: <https://doi.org/10.1080/03075079.2024.2381124>.

Gravells, A. (2017). *Principles & practices of teaching & training: a guide for teachers and trainers in the FE and skills sector*. London.

Larsen, T.M. et al. (2022) "Probing Internal Assumptions of the Revised Bloom's Taxonomy," *CBE—Life Sciences Education*, 21(4).

Loughlin, C., Lygo-Baker, S. and Lindberg-Sand, A. (2021) "Reclaiming constructive alignment," *European journal of higher education*, 11(2), pp. 119–136. Available at: <https://doi.org/10.1080/21568235.2020.1816197>.

Mansfield, J. et al. (2026) "Creating a pedagogical framework to support pre-service teacher planning of practical work in science education," *Research in science education (Australasian Science Education Research Association)* [Preprint]. Available at: <https://doi.org/10.1007/s11165-026-10325-w>.

Newton, P., Da Silva, A. and Peters, L. (2020) "A Pragmatic Master List of Action Verbs for Bloom's Taxonomy," *Frontiers in education (Lausanne)*, 5. Available at: <https://doi.org/10.3389/feduc.2020.00107>.

Priestley, M., Biesta, G. and Robinson, S. (2015). *Teacher agency: an ecological approach*. London; New York: Bloomsbury Academic.

Rowan, L. et al. (2021) "How Does Initial Teacher Education Research Frame the Challenge of Preparing Future Teachers for Student Diversity in Schools? A Systematic

Review of Literature,” Review of educational research, 91(1), pp. 112–158. Available at: <https://doi.org/10.3102/0034654320979171>.

Stanny, C. (2016) “Reevaluating Bloom’s Taxonomy: What Measurable Verbs Can and Cannot Say about Student Learning,” Education sciences, 6(4), p. 37. Available at: <https://doi.org/10.3390/educsci6040037>.

Swift, D. et al. (2024) “Sustaining professionalism: Teachers as co-enquirers in curriculum design,” Curriculum journal (London, England), 35(4), pp. 622–636. Available at: <https://doi.org/10.1002/curj.267>.

Van Bommel, R., Zitter, I. and Bruijn, E. (2025) “Exploring the concept of a responsive curriculum in teacher education from the perspective of students and teacher educators,” Curriculum journal (London, England), 36(2), pp. 274–293. Available at: <https://doi.org/10.1002/curj.295>.

Appendix 1: List of curricula reviewed

List of Curricula reviewed

- Curriculum 3 – Neurodiversity Awareness
- Curriculum 4 – Film & TV Production Management: Health & Safety and Planning
- Curriculum 6 – Developing a football performance analysis curriculum using VEO technology.
- Curriculum 12 - A proposed curriculum for Level 1 Art and Design (3D) at Afan College

Appendix 2: Feedback given to peers

Peer Review Feedback

Curriculum number: 3

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

Your rationale for your curriculum and why it should exist have been clearly justified with a gap in the existing curriculum for Health and Social care clearly identified and well argued. This is especially clear with your arguments around a shift from a medical model towards a social and neurodiversity informed model of disability

To further develop the rationale, you mentioned that neurodiversity covers a range of conditions, however the curriculum is focused on ADHD and Autism, it may have been worth including some context why despite the wide range of conditions identified, that the focus of the curriculum is much narrower. A minor point though.

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

The proposed aims of the curriculum are clear, and the learning outcomes are appropriate for the level of study that your curriculum is targeted at. Your learning outcomes broadly follow a good level of progression from knowledge and comprehension with the use of define, identify and describe, through to challenging learners to start to apply the knowledge and values acquired in the early parts of the programme, this is shown through asking learners to demonstrate active listening and discuss person-centred approaches, which would be relevant for this level of cohort.

I see that two of your learning objectives are clearly linked to good professional practice, to show respect to neurodivergent individuals and demonstrate active listening skills. My question here would be how you would assess that these learning objectives have been met, with the final assessment for the module being a multiple-choice test, I wasn't able to work out how this would be measured and may be something to consider. I may have missed something and they are being assessed through placement or formatively but it wasn't clear to me when reading though.

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

Your proposed curriculum structure is logically sequenced, starting with foundational concepts which look to develop learners' knowledge and understanding at the beginning of the curriculum of ADHD, before moving into more application on how this is implemented. I feel the 2 weeks of placement in the middle of the curriculum is a good choice as it will allow learners the chance to connect the early theoretical knowledge with real world experience. This approach will likely help later lessons in the curriculum to draw out discussion as your learners will be able to link their experiences in practice with the lecture content leading to higher quality discussion potentially

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

There is a strong engagement with a range of relevant standards and benchmarks throughout your curriculum, whether this is the professional standards for FE teachers in Wales, specifications from City and Guilds, Estyn and Social Care Wales. I think it is good to see that you have signposted learners towards relevant legislation such as The Equality act 2010 in order to give them an understanding of their legal responsibilities whilst in practice.

Your use of Welsh and references to sustainability by using digital tools throughout your curriculum is also in line with your own professional standards as an FE teacher in Wales. Well done.

Comments on the scheme of work that was designed.

Your scheme of work is well developed and throughout, you have considered and shown a variety of formative assessment strategies as well as the use of digital platforms such as Mentimeter, Veyox and Padlet to enhance learners and allow you to assess progression throughout the delivery of your lectures and are well threaded throughout your curriculum.

One area that I would mention is you mentioned key legislation as part of the module content, but I can see that topic is split over 2 separate sessions, and it is unclear where this would sit as part of that those 2 lessons. Additionally, I note that your sessions are 1.5 hours long each, is that down to institutional constraints and the way the programme is run. I just wonder whether a lot of content needs to be covered in a short time and whether it would be covered adequately covered in the time available that ensures students gain the knowledge needed to be successful in the assessment.

Anything else that you would like to comment on?

This is clearly a well-researched and well put together curriculum and you should be proud of what you have achieved here. Your reference list is extensive and is a good mix of academic literature and policy.

When looking at your lesson resources, one point that may be useful is to consider the needs of your learners in the design of your PowerPoint slides, whilst they are clear and easy to read on a screen, there is a lot of blank space on some slides that could be utilised further, also be mindful of text size on your slides for learners with ALN or even those sat at the back of the classroom further away from your whiteboard. It is a very minor point but one to consider maybe

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 it is 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 Review Feedback

Curriculum number: 6

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

You have provided a clear and easy to follow justification for your curriculum, you have clearly researched your area and make a strong case for why performance analysis skills are becoming more important in football and why a curriculum is needed to address the gap created by the increased use in technology.

I think the fact that you have acknowledged the limitations of your curriculum is a strength here and shows that you have thought ahead and acknowledge that focusing on one platform alone may limit learners' employability, would this be something worth addressing in the curriculum design, although you do make a good point about time constraint which may not make this practical

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

You have designed learning outcomes which appear to be appropriate for the level 3 group you are aiming your curriculum at. The outcomes also appear to develop skills in an order that makes sense to me from operating the equipment through to analysing the footage it captures.

One question that popped up for me when looking through your proposal was you mentioning that some local clubs have access to this technology, it may not be relevant, but would it have been beneficial to have included something around the responsible use of the technology and its footage, especially if using it with clubs and younger players and the safeguarding implications of that?

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

Your proposed structure feels logical throughout, with learners being supported in building foundational skills, through to more independent application skills as they move towards the final assessment. I think you have used a good blend of teaching environments to vary learner experiences through the curriculum.

The independent project development week is a good idea and gives learners time to prepare, it might be worth outlining what the tutors role looks like during that time, you have mentioned tutors provide support and feedback, are there drop in sessions available to make sure learners have any guidance they need at the business end of the module

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

You have referred to relevant professional bodies for your subject area, and you mention in your weekly breakdown about parts of lessons aligning with frameworks from the FA and UEFA, it might have been beneficial to link in more specific there what those frameworks are and what links are made

Comments on the scheme of work that was designed.

The scheme of work is well designed and reads well, it is clear that you have thought about and considered how you are going to build and develop learners' skills and knowledge, and the week-by-week breakdown of what that looks like is helpful and gives extra clarity to what you are trying to achieve each week.

I did notice that your lesson aim was the same on both lessons although the content of the lesson looks different enough that it may not fit for both, that might be something to consider. It might be right but it wasn't clear to me

Anything else that you would like to comment on?

I like how you have considered differentiation of your learners and acknowledging that they are all coming from different levels of ability and experience, considering how you can support these learners as well as how you can stretch and challenge your more able learners. That is well thought out

Peer Review Feedback

Curriculum number: 12

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

I genuinely enjoyed reading your rationale, particularly how you have set out the context of the Port talbot region which is powerful especially when considering the de-industrialisation of the area, the NEET statistics. The personal touch with your grandfather really gave your rationale that authentic rather than purely academic which was nice. Your target audience is clear, and the hidden curriculum benefits of studying your course, including providing a route back into education was really strong.

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

The module aim and outcomes on your scheme of work are clear and generally suited to the level 1 learners you are aiming towards, they cover practical skills, theoretical understanding as well as problem solving in a way that feels well balanced.

The theoretical frameworks you are using to support your curriculum are impressive and clearly well researched, it may be worth considering how this is delivered to a level one cohort to ensure that the level of theory does not come across as overwhelming and keep the learners engaged

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

Your structure over the 6 weeks of the curriculum is logically sequenced and has a good flow of progression. Your decision to use a coursework only approach feels appropriate with the level of learner you are pitching your course at. Personally I like the fact that you have built in a systems where if learners were to leave after one term they still gain a qualification, that's not something I have seen before, my only thought with that isn't linked to the design of your curriculum but from an institutional view, how could that impact student retention and funding for the college and potentially the running of the full course in the future?

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

You have considered the Welsh FE standards well in your curriculum and they are clearly mapped in your lesson plans. One minor suggestion but I don't know the full context of the cohort or college you are aiming at, I really like how you have used the word Gweithdy to give the workshop setting a bilingual feel, it may already be covered when you mentioned the hidden curriculum but could your course create opportunities for Welsh Language development, this

would further develop your already strong links to FE standards as well as a natural way to work towards Welsh Government language targets. It does not take anything away from your curriculum at all and just something that I feel could develop naturally.

Comments on the scheme of work that was designed.

The scheme of work you have created is creative, well-structured and clearly well informed by a genuine knowledge and passion for your subject. I like how your reading list has included things such as TV programmes, podcasts and information that is freely available online and shows the fact that you have considered your learners profile and tried to remove barriers for engagement.

You mentioned that the cohort you are aiming for come are potentially complex with a blend of ALN needs, impact of past lockdowns and NEET status. It may be worth considering how you could differentiate to cater to their needs, I can see you have included sensory issues with plasticine and frustration at having to destroy finished outcomes in your lesson plan, it may be worth fleshing out how you would address this in sessions.

Anything else that you would like to comment on?

Your curriculum really feels as though it has been designed by someone who cares deeply about both the subject and the students it has been designed for and has a feeling of authenticity that is hard to manufacture so genuinely well done on what you have achieved here.

Appendix 3 – Feedback received from peers

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 author's 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.

Peer Review Feedback

Curriculum number: 1

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

- The curriculum clearly explains the purpose of the module and identifies the target audience of Level 4 trainee teachers well.
- Strong focus on helping learners develop an understanding of Curriculum for Wales and assessment within Welsh education.
- Good use of literature and policy documents to support the rationale.
- The discussion around the gap between curriculum policy and classroom practice was particularly effective.
- At times, the rationale becomes quite theory heavy, which slightly takes away from the practical curriculum focus.

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

- The aims and objectives are clear and suitable for trainee teachers entering initial teacher education.
- Good balance between theoretical understanding and practical application through microteaching activities.
- Learning outcomes are realistic and relevant for Level 4 learners.
- Strong focus on formative assessment and reflective practice throughout.
- Some objectives could be shortened slightly to improve clarity and readability.

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

- The curriculum follows a logical progression from introducing Curriculum for Wales into applying assessment strategies in practice.
- The use of workshops, discussions, independent study, and microteaching supports different learning styles well.
- The timetable is clear and easy to follow.
- The inclusion of mock rehearsal sessions before assessment is a strong feature.
- More practical classroom-based examples earlier in the module may help learners apply theory more confidently.

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

- Strong consideration of Welsh professional standards and Curriculum for Wales guidance throughout the curriculum.
- Good links made between professional identity, reflective practice, and classroom teaching.
- The curriculum clearly connects theory to professional expectations within education.
- Professional standards are integrated consistently across the project.
- In some sections, the discussion of policy and standards becomes repetitive and could be condensed slightly.

Comments on the scheme of work that was designed.

- The scheme of work is organised clearly and progresses appropriately across the four weeks.
- Good variety of activities including workshops, peer discussion, formative assessment tasks, and microteaching.
- The assessment strategy aligns well with the curriculum aims and learning outcomes.
- The lesson plan included in the appendices helped demonstrate how the curriculum would work in practice.

Peer Review Feedback

Curriculum number: Number 1 - Welsh Education

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

Dan clearly explain the context for Level 4 ITE trainees (many with limited previous knowledge, including widening participation routes) and why an early foundational module on CfW and assessment is needed. The rationale draws on Donaldson, PISA concerns, implementation gaps, and the shift to teacher-agency really well. It feels relevant and well-grounded without being overly wordy. Good balance of policy, research, and practical trainee realities.

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

The aims and objectives are spot on for an introductory module. The aims focus on foundational knowledge, awareness of how CfW and assessment work in practice, and applying it via a microteach, exactly what Level 4 trainees need. The learning outcomes are clear, progressive, and cover description, explanation, linkage, application, and demonstration. They align nicely with the topic and the early stage of training.

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

The four-week structure (3 teaching weeks and an assessment week) with a blended approach and built-in independent study time works well. It builds well: Week 1 (CfW intro + planning), Week 2 (assessment + progression), Week 3 (linking + microteach prep). Plenty of workshops and independent time suits trainees who are still building confidence and study skills. The timetable feels realistic for a university module, I think it works well.

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

You've integrated this well, linking to QTS standards, teacher agency (Donaldson), reflective practice, and pedagogy. Embedding standards in the microteach and workshops is a strong move. It shows the module isn't just content delivery but supports professional identity from the start.

Comments on the scheme of work that was designed.

The sample lesson plan (introduction to CfW) is detailed and well-structured, it has clear stages, timings, activities (group discussion, debate, research task, plenary), formative assessment, and differentiation for varying prior knowledge. Using **Hwb**, post-its, and debate is engaging. It models good practice.

Anything else that you would like to comment on?

I think it has excellent use of key sources (Donaldson, Black & William, etc.), clear AI declaration, and the authentic assessment via microteach. The transferable skills section is nice.

Peer Review Feedback

Curriculum number: 1

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

Choosing to write a curriculum which has a broad impact across the whole of the ITE sector, applying to undergraduate and post graduate courses across both primary and secondary education is a good way to maximise the potential applications of the curriculum.

The way that the overview is phrased makes it somewhat difficult to follow and it might be because it's tackling such a broad context that identifying what needs to change on current ITE courses was a bit of a challenge.

The beginning of the rationale section is structured more like a literature review with lots of sources cited and summarised in individual paragraphs. It makes it difficult to see how all of these sources relate to each other and how they affect and inform this new proposed curriculum as a whole.

Perhaps narrowing down the context for where the curriculum will be applied, providing examples of what needs to change to existing programs and using these sources as justification would strengthen the rationale of the curriculum.

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

The verbs used to describe the outcomes of the curriculum are drawn from the 3rd level of blooms taxonomy which is appropriate for the first week of a level 4 course. Referencing Bloom as a framework might strengthen this section of the proposal. The aims section describes the curriculum well, highlighting the emphasis on assessment in the module.

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

The structure of the curriculum seems ideal for the cohort. It maximises taught hours while leaving ample time for self directed study to prepare for assessment. It seems very similar to the structure of this pcet course, perhaps it could be more differentiated?

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

Excellent consideration of professional standards which takes into account just how many mandates the Welsh government has put out, and how overwhelming this might be to new teachers in the first weeks of an ITE course. Especially relevant given that the rationale for the curriculum is designed to focus on new government guidelines for assessment.

Covering so many bases across all ITE courses means there are a few different professional standards frameworks which could be applied. The examples listed in the appendix make use of the Welsh governments FE Framework. Rather than listing them as Standard:Example they could be improved by following the guidelines in the document, meaning formatting them as 'In my practice and with others I ...'

Comments on the scheme of work that was designed.

The scheme of work is structured as a timetable which makes it easier to fit into any modular system. It lacks some details like which aims and objectives are being met in each lesson. It could benefit from working closer to the template provided to give a bit more information about each lesson.

Anything else that you would like to comment on?