



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

The Teaching Toolkit 2

Curriculum Design — Part 2

Written Reflection on Peer Review

Module: ECPT6007

Total Word Count: 1343 words

Submitted on 22/05/2026

Student: Pavlo Gladkyi

Student Number: 1918831

Professional Graduate Certificate in Education (PCET) – 2025/2026

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.

Table of Contents

<i>Use of Generative AI in Assessment.....</i>	<i>ii</i>
<i>Introduction.....</i>	<i>1</i>
<i>Reflection on Designing Curriculum.....</i>	<i>1</i>
<i>Reflections on the Peer Review Process and Feedback Received.....</i>	<i>2</i>
<i>Conclusion.....</i>	<i>3</i>
<i>References</i>	<i>4</i>
<i>Appendices.....</i>	<i>5</i>
<i>Appendix A: Curricula Reviewed</i>	<i>5</i>
<i>Appendix B: Peer Review Comments Provided.....</i>	<i>6</i>

Introduction

In this report, I reflect on two related learning experiences: the professional learning gained from designing a curriculum and the insights developed through peer review, both as a reviewer of peers' work and as the recipient of feedback on my own curriculum proposal. Throughout this course, I have found reflection central to my development as a teaching practitioner. Schön (1984, pp. 76–267) distinguishes between reflection-in-action — adjusting thinking in the moment — and reflection-on-action, which involves revisiting experience to extract meaning and inform future practice. The following is my reflection-on-action.

Reflection on Designing Curriculum

When I was asked to design a curriculum, I quickly realised it was a fundamentally different intellectual task from anything I had undertaken in this course. The module I proposed — Crisis Management and Organisational Resilience, at Level 7 for MBA and Leadership and Management students at UWTSD — required me to think beyond individual sessions and engage with a broader set of questions: why does this module need to exist, what should learners be able to do by the end of it, how should it be structured over nine weeks, and how should learning be assessed in a way that is both academically rigorous and genuinely vocationally meaningful?

The most significant shift in my thinking came when I engaged with the QAA Subject Benchmark Statement for master's degrees in business and management (The Quality Assurance Agency for Higher Education, 2023) and the Frameworks for Higher Education Qualifications (The Quality Assurance Agency for Higher Education, 2024), not as background documents to cite, but as active design tools. Working through them carefully helped me understand what Biggs and Tang (2011, pp. 279–382) call constructive alignment — the idea that a curriculum achieves quality through the coherent connection among intended learning outcomes, teaching and learning activities, and assessment tasks, rather than through content alone. Once I grasped this principle, I could see where my own design held together and where it needed improvement, particularly in ensuring that each weekly session mapped directly to a specific module learning outcome.

Writing the rationale also challenged me in ways I had not anticipated. I had assumed it would be a relatively straightforward task — articulating why crisis management matters and why it belongs in an MBA programme. But the process pushed me to think about curriculum design as a values-laden act, not a neutral technical exercise. Kelly (2009, pp. 32–52) argues that every curriculum reflects deeper judgements about what knowledge matters and why. I found this to be true in practice. I was not proposing this module because it fitted a gap in a programme map — I proposed it because I genuinely believe that crisis management is a core leadership competency that existing postgraduate business education has not adequately addressed. That sense of conviction, I discovered, is not incidental to the quality of the work — it is integral to it.

Designing the summative assessments was the part of the process I found both most challenging and most illuminating. I had experience with formative assessment in lesson planning, but constructing a two-component summative strategy — a collaborative group presentation simulating executive-level crisis decision-making, alongside an independent

4,000-word critical report — required me to think carefully about what Level 7 performance actually looks like. I drew on Carless and Boud (2018) argument that effective assessment should develop students' evaluative judgement, not merely measure what they know at a fixed point. I wanted the assessments to require genuine strategic thinking, not content reproduction — and the peer review process helped me examine, more honestly, whether I had fully communicated that intention in the written proposal.

Reflections on the Peer Review Process and Feedback Received

Receiving feedback on my curriculum from three peers was, unexpectedly, one of the most useful parts of this assignment. I say this unexpectedly because I had not anticipated how much more clearly I would be able to see my own work through someone else's eyes. The constructive feedback was broadly positive, but it was the development points — the places where reviewers identified gaps or raised questions I had not asked myself — that I found most professionally instructive. Deciding how to respond to those points — what to accept, what to modify, and what to contest with a reasoned argument — required me to think critically about my own work in a way that writing alone does not.

All three reviewers noted, to varying degrees, that some of my learning outcomes were too dense and inaccessible in their phrasing. Terminology such as 'epistemic agility', 'stakeholder salience', and 'contradictory interplay between efficiency-driven methodologies and strategic redundancy' was flagged as potentially difficult for learners to interpret without prior contextualisation. When I read that feedback, my first instinct was to defend the language as appropriate for Level 7. But on reflection, I think that initial reaction was wrong. Bloom's Taxonomy is intended to clarify the cognitive demands placed on learners, not to demonstrate scholarly range through the complexity of expression (Bloom, 1956, pp. 52–196). I could make several of my outcomes more direct and accessible without reducing their intellectual demands, and I would do so in any revised version of the curriculum.

A development point I found genuinely challenging was recognising that my module lacked individual reflective activities and that the high-pressure simulation tasks could pose a risk to students' well-being. I had not thought carefully enough about this. Throughout the design process, my focus had been on authenticity — replicating the urgency and complexity of real crisis environments — and I had not given sufficient attention to the psychological dimension of what I was asking learners to do. Moon (2004, pp. 69–121) argues that reflection is not an add-on to experiential learning but the mechanism through which experience becomes understanding. My formative checkpoints in Weeks 3, 6, and 8 were primarily evaluative and tutor-led — they did not provide learners with structured space for individual reflection. I would revise the curriculum to include brief written reflection prompts after each simulation or case study, and I fully accept this constructive point.

A third suggestion was that my rationale would be stronger with evidence of employer or industry consultation and a better balance of UK-specific case studies. I partially accept this. I agree that employer consultation would strengthen the rationale's external validity, and I would incorporate it into a revised version. However, I would not significantly narrow the international scope of the case studies. The module is designed for a globally diverse cohort that includes international students with varied national and organisational backgrounds, and a predominantly UK-focused curriculum would not serve the intended purpose. Instead, I

would introduce a more deliberate balance — adding prominent UK examples, such as the Carillion collapse or the NHS's response to COVID-19, alongside the existing international material.

There is one piece of feedback I do not accept — the suggestion to make the curriculum proposal more concise. I understand the concern, but the document's depth and length align with the Level 6 assessment criteria, which require substantive engagement with the literature and professional standards, as well as detailed justification of design decisions. In my view, trimming that depth would undermine the academic credibility of the rationale. However, I would accept targeted formatting improvements — for example, a visual summary table of constructive alignment — that could improve the document's navigability without reducing its rigour.

Conclusion

Looking back on this assignment as a whole, I can honestly say it has been one of the most professionally formative experiences of the PCET course. Designing a curriculum from first principles has changed how I think about teaching — I now see every session I plan as part of a larger architecture, not as a standalone event. And engaging in peer review, as both a giver and a receiver of feedback, has reminded me that professional growth rarely happens in isolation. Brookfield (2017) argues that critically reflective teachers are those who can see their own practice through the eyes of others. I feel that this process gave me exactly that, and I intend to carry both the learning and the habit of structured reflection forward into my teaching practice.

References

- Biggs, J.B. and Tang, C. (2011) *Teaching for Quality Learning at University : What the Student Does*. 4th edn. McGraw-Hill, Society for Research into Higher Education & Open University Press, pp. 279–382.
- Bloom, B. (1956) *Taxonomy of Educational Objectives: the Classification of Educational Goals*. David McKay Company, INC, pp. 52–196.
- Brookfield, S. (2017) ‘Becoming a Critically Reflected Teacher (2nd ed.). San Francisco, CA: Jossey Bass.’, *Journal of Applied Learning & Teaching*, 2(2). Available at: <https://doi.org/10.37074/jalt.2019.2.2.22>.
- Carless, D. and Boud, D. (2018) ‘The Development of Student Feedback literacy: Enabling Uptake of Feedback’, *Assessment & Evaluation in Higher Education*, 43(8), pp. 1315–1325. Available at: <https://doi.org/10.1080/02602938.2018.1463354>.
- Kelly, A.V. (2009) *The Curriculum : Theory and Practice*. 6th edn. Sage Publications, pp. 32–52.
- Moon, J. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. 1st edn. Routledge, pp. 69–121.
- Schön, D.A. (1984) *The Reflective Practitioner: How Professionals Think in action*. Basic Books, pp. 76–267.
- The Quality Assurance Agency for Higher Education (2023) *Subject Benchmark Statement Master’s Degrees in Business and Management*. Available at: https://www.qaa.ac.uk/docs/qaa/sbs/subject-benchmark-statement-business-and-management-masters-23.pdf?sfvrsn=3570a881_18&utm_source=chatgpt.com (Accessed: 1 May 2026).
- The Quality Assurance Agency for Higher Education (2024) *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies 2nd Edition*, <https://www.qaa.ac.uk/>. Available at: https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11&utm_source=chatgpt.com (Accessed: 1 May 2026).

Appendices

Appendix A: Curricula Reviewed

As part of the peer review process, I reviewed the following three curriculum proposals:

1. Curriculum Proposal No. 2 — Anti-Racist Education and Decolonial Curriculum Design (Level 6, BA Education, UWTSD)
2. Curriculum Proposal No. 8 — Rugby Coaching (Level 4 HECert, UWTSD)
3. Curriculum Proposal No. 10 — Business Start-Up and Enterprise (Level 5 Business and Management, UWTSD)

Appendix B: Peer Review Comments Provided

Curriculum number: 2

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

This proposal provides a strong rationale for the curriculum. The target audience is clearly identified as Level 6 BA Education students at UWTSD, and the need is justified by linking this proposal to the Anti-Racist Wales Action Plan, Curriculum for Wales expectations, DARPL materials, and the wider professional responsibilities of educators in the post-16 sector, giving it clear relevance.

As an improvement, it would be suggested to make the practical aspect of this curriculum slightly more explicit. For example, it could be better explained where the module sits in the BA Education course, whether it is compulsory or optional, the credit value, and the required prior knowledge of students. These adjustments would make the proposal easier for a reader outside the subject area to evaluate.

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

The overall aim is appropriate and sounds achievable. Good use of the measurable Bloom's Taxonomy verbs to ask learners to critically analyse, evaluate and apply anti-racist and decolonial principles to curriculum design and professional practice.

The learning outcomes are well aligned with Level 6 expectations because they require analysing existing policies, evaluating institutional responses, applying to resource design, and critiquing curriculum materials.

I recommend refining the outcomes to reduce overlap and ensure each one is fully measurable. For instance, it would be beneficial to separate the final outcome from academic presentation requirements or link it directly to assessment criteria.

I like how the aims also connect well with employability and professional development, particularly for students intending to work in schools, ALN settings, community education, or wider educational services — well done.

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

The blended structure is purposeful and suitable. The balance of online teaching and in-person workshops supports scaffolding and progression from theory and policy awareness into applied curriculum design.

The four-week intensive model is coherent and mirrors the block-delivery approach described in the proposal, which supports consistency with the wider programme structure.

The progression from key concepts to policy and professional responsibilities to curriculum redesign is logical and thoughtful, and should help learners build confidence as they complete the portfolio.

However, I recommend reviewing the proposed workload to ensure it is proportionate to the credit value, independent-study expectations, and overall assessment demands.

Also, I have noticed a minor consistency issue for you to check. The main timetable describes six-hour in-person sessions, while some lesson-plan appendices appear to use three-hour lessons.

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

Your proposal gives strong consideration to relevant professional standards and benchmarking. It refers to the Professional Standards for Teaching and Leadership in Wales, the Professional Standards for FE/WBL practitioners, the QAA Education Studies benchmark, and the Welsh Government anti-racist policy.

The standards are not merely listed — they are linked to curriculum design, professional judgement, safeguarding, inclusive practice, learner belonging, and ethical responsibility. This linkage provides academic and professional validity to your proposal — well done.

Comments on the scheme of work that was designed.

The two lesson plans provided in the appendices are very detailed, professionally structured, and demonstrate a strong understanding of inclusive pedagogy. Both plans make excellent use of breakout rooms, shared whiteboards, chat-based interaction, and peer feedback — all of which are well-suited to online delivery and model the very kind of learner-centred, collaborative practice the module advocates.

The supporting resources would also benefit from a demonstration of the actual PowerPoint slides.

Anything else that you would like to comment on?

Thank you for your hard work.

Curriculum number: 8

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

This proposal provides a clear justification for a Level 4 HE rugby coaching curriculum. The target audience is learners progressing from Level 3 study. The proposal recognises the transition into higher education as a key developmental issue.

Rugby's vocational relevance in Wales strengthens the rationale, as does its connection to WRU coaching pathways and the emphasis on developing reflective, adaptable, and employable coaches.

I would recommend clarifying the entry requirements, the expected coaching background, and how learners with mixed experience will be supported, as this would strengthen the justification.

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

The module aims are clearly stated and appropriate for a Level 4 cohort. The learning outcomes are generally appropriate. However, a stronger approach would be to express them using Bloom's Taxonomy verbs and to ensure that each outcome is independently assessable.

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

The ten-week structure is well-conceived and pedagogically sound. The progression from observation through guided coaching to independent coaching, followed by WRU assessment and a final reflective session, demonstrates a well-scaffolded approach aligned with Vygotsky's Zone of Proximal Development and Kolb's experiential learning cycle. This gradual release of responsibility is entirely appropriate for a Level 4 cohort new to higher education — well done.

The structure of two hours of theory in the morning, a lunch break, and two hours of practical coaching in the afternoon is creative and well suited to a vocational sports coaching programme. The additional note that students may then participate in the university rugby academy programme from 4pm onwards is a thoughtful contextualisation, turning the academic timetable into an authentic learning environment. This is an intelligent and distinctive design feature.

One thing I have noticed is that the timetable includes a 'Wednesday — Game Day' column in the student timetable, but this is not explained in the narrative. Clarifying whether this is a formal part of the module or a separate programme commitment would improve the reader's understanding of the full student experience.

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

The proposal takes into account relevant standards and benchmarking, including the Educators Wales professional standards, QAA expectations, WRU coaching guidance, and World Rugby priorities on player welfare and safe practice.

The focus on safeguarding, equality, diversity, Welsh language and culture, leadership, and reflective professional development is appropriate for a coaching curriculum.

Comments on the scheme of work that was designed.

The scheme of work is detailed and easy to follow, making the curriculum practical and implementable.
I particularly like the progression from observation to guided coaching and then to independent coaching, as it supports gradual skill development and builds confidence.
The assessment strategy is generally appropriate.
The lesson plans are useful and include professional standards, anticipated difficulties, and assessment strategies. However, I think they would benefit from more detail on inclusive adaptations, health and safety and risk assessment, and explicit success criteria for practical coaching.

Anything else that you would like to comment on?

All in all, this is a strong vocational curriculum proposal with a clear employment focus and a good balance of theory and practice — well done!

Curriculum number: 10

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

The proposed curriculum clearly identifies Level 5 Business and Management students at UWTSD as the target audience and effectively explains how it aims to fill a perceived gap in practical business start-up knowledge. The rationale is pertinent, establishing a strong connection to the curriculum areas of employability, enterprise, business planning, employment processes, taxation, legal compliance, and the practical realities of running a business. This demonstrates a pragmatic understanding of the skills necessary to start an SME. There is a good link between the job market and the existing UWTSD Business and Management program. However, adopting a more formal academic tone and reducing reliance on first-person reflections would improve the rationale. The use of first-person language makes this section sound more reflective than proposal-driven. It is recommended to write in third person or adopt an impersonal, academic style, such as: "This curriculum proposes" or "The module addresses an identified gap." Furthermore, strengthening this section by incorporating insights from academic literature on enterprise education, entrepreneurship pedagogy, employability, and curriculum design would better align it with Level 6 expectations for research-informed justification.

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

The overall aim of equipping students with the skills to start and run a business effectively and legally is appropriate for Level 5 Business and Management learners. The curriculum topic is practical, relevant, and clearly designed to meet the needs of students who may wish to become self-employed, start a business, or gain a deeper understanding of small-business operations. The use of Bloom's Taxonomy is a positive feature — well done. However, the module objectives are currently quite broad and need to be refined to be more SMART. For instance, "demonstrate the correct knowledge" and "use the theory they have used in practical scenarios" could be made more specific, measurable and academically precise.

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

The curriculum has a logical and practical structure. The provided 10-week scheme of work moves from business types and business planning through to funding, employment, training, tax, supplier relations, legal compliance and an assignment workshop. This progression introduces foundational knowledge before moving on to more complex operational and legal aspects of running a business — solid knowledge scaffolding, well done. I think it would be worth revisiting the workload to confirm it is in proportion to the credit value, learning hours, and assessment demands. While ten weeks of four-hour sessions may well be appropriate, the proposal would carry more weight if the guided and independent study hours were explicitly outlined, demonstrating that the overall curriculum load is manageable for the learners.

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

The proposal considers the Welsh Government's professional standards for further education — well done.
However, if the curriculum is positioned within a Higher Education Business and Management context, it may also be useful to consider whether relevant QAA subject benchmark statements or FHEQ level expectations should be included.

Comments on the scheme of work that was designed.

The scheme of work is a really strong part of your proposal. It is detailed, logically sequenced and practical. Each week has a clear topic and includes learning aims, teaching activities, resources and assessments. The weekly sessions also use a variety of teaching and learning methods, including lectures, research tasks, group activities, discussions, case studies and quizzes — well done.
The formative assessment opportunities are well embedded. The starter activities are effective in gauging entry behaviour and prior knowledge. Your scheme of work design supports both subject-specific knowledge and transferable skills such as communication, decision-making, problem-solving and critical thinking — really good, well done.
Just a minor note, to improve the scheme of work. The lesson objectives should be checked for consistency and made more measurable. The summative assessment is clear, but the essay question is slightly broad. A more applied assessment may better suit the curriculum's practical nature. For instance, instead of asking students to discuss the most important elements of starting and running a business, students could be asked to produce a start-up report or business start-up plan that evaluates legal structure, funding, employment responsibilities, tax considerations and compliance requirements.

Anything else that you would like to comment on?

I would also recommend adding page numbers to improve the document's presentation and ease of navigation.

All in all, this is a very good curriculum proposal with a clear practical focus and strong relevance to Business and Management students. I like the focus on the practical aspects of preparing learners for the realities of starting and running a business.
Thank you for producing such a strong and engaging piece of work.