



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 ☐
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CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
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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.

Reflective Report (1500 words)

Experience / What?

This reflective essay is based on the Driscoll (1994) reflective method which involves three stages 'What?, So what? and Now what?'. The reflective report will include personal professional learning gained from being asked to design a curriculum and identifying feedback obtained as part of a peer review process.

Reflection / So what?

Personal and professional development was gained by designing the curriculum proposal. Firstly, awareness of policies and educational frameworks has definitely been key to enhance my knowledge regarding bringing the theory into the post-16 setting. The design required engagement with national standards, inspection frameworks, institutional framework, which has increased my professional awareness of the educational policy and frameworks (Llywodraeth Cymru, 2025).

Aligning the coaching degree with governing body standards increased my knowledge of coaching policies, requirements and best practice frameworks from the Welsh Rugby Union (WRU) (2026) and World Rugby (2026).

Personally, I have never had the responsibility for developing a curriculum proposal, which has required development in leadership skills, decision-making, and confidence in influencing educational practice. I enjoyed the experience of adapting and creating a degree course which I am passionate about, and I am eager to give students the best platform for employability (Department of Education, 2024).

Creating the curriculum required consideration of the aims and learning outcomes to measure progress, which includes both formative and summative assessment methods. This has developed my knowledge of assessment design, tracking and monitoring progress required as a teacher. Furthermore, designing the curriculum required creating lessons, assessments, and activities with purposeful learning outcomes. This increased my knowledge regarding progression, standards, and purposeful and effective learning (Kennedy, Hyland and Ryan, 2007).

I had to be creative in recognising that the lesson plans required consideration of different teaching approaches and strategies in order to include all learners. This specific curriculum proposal involved 10 week planning, balancing workload, and ensuring consistency and fluidity across the module (Khalil, Shakya, Liu and Ebner, 2024). This developed strategic thinking and organisational ability. Additionally, how to structure progressive coaching sessions over time to improve and develop the students technical, tactical, physical, and psychological performance (World Rugby, 2026).

The lesson planning required research from multiple search methods to apply the appropriate progression from fundamentals to advanced tactical application while focusing on students' motivation and inclusivity. This was strengthened by increasing my knowledge of safe practice, safeguarding, and duty of care for all students and staff (Educators Wales, 2025); (GOV.WALES, 2025); (Universities UK, 2023).

The next section of the assignment will cover the feedback obtained as part of the peer review process itself. There will be clear consideration of the peer commentary provided to either suggest adaptations to the curriculum proposed or justification as to why suggestions to modify are not accepted.

According to my peers the overview and rationale for the curriculum are clear and justified with clear explanations of the aims and objectives. The three peers all agreed that bridging the educational gap between further education and higher education within sports to enhance and support students is a fantastic idea. I have been through the process myself, transitioning from College at level 3 to Level 4 at university and I am glad that the peers have identified this as a positive aspect of the curriculum.

Additionally, the peers highlighted that the rationale acknowledged real-world and relevant demand for rugby coaches in Wales which they believed to further strengthen the need for the curriculum by having it linked directly to wider career expectations. Also, they convey the consideration of employability, rugby coaching, and WRU qualifications shows awareness of both academic and practical development which is what I initially set out to achieve in the curriculum proposal.

However, one of the peers recommended that including more detail on how the curriculum differs from other existing rugby coaching programmes would greatly increase the need for the course. I fully agree with this statement as I know first hand how and why this curriculum would increase and develop better coaches. Furthermore, in future I will make sure to include further details on the differences between the current course and the one I have proposed. I would clarify the entry requirements, expected coaching background, and how learners with mixed experience will be supported, as this would also strengthen the justification.

The peers state that the module aims are clear and suitable for level 4 students, however, they suggest that the aims are broad in what they state to achieve. I agree with the suggestion as one of the aims mentions students' confidence. As a coach myself I understand how confidence can be developed and improved as a coach, although as the peers highlight this isn't measurable or reliable. Creating aims that are more specific would increase the measurability for both curriculum tutors and students.

Similarly, the learning outcomes should be more specific to make assessment progression clearer and one peer highlighted that the use of Bloom's Taxonomy verbs would ensure that each outcome is independently assessable (Adams, 2015). However, they convey that there is a great balance between practical and theory coaching, with consideration of policies and professionalism.

Additionally, the peers' reflection conveys that the progression from observation through guided coaching to independent coaching, followed by WRU assessment and a final reflective session to support gradual skill development, demonstrates a well-scaffolded approach aligned with Vygotsky's Zone of Proximal Development and Kolb's experiential learning cycle (Vygotsky, 1978); (Kolb, 1984). This gradual release of responsibility is appropriate for Level 4 students.

This is further strengthened by having purposeful assessment strategies that are relevant to what the students have learnt. The two-part summative assessment of having a practical session followed by a written element is relevant to the requirements of the curriculum. Weekly structure is easy to follow and appropriate for Level 4 learners and the WRU coaching courses help make the curriculum feel industry relevant.

However the peers identified that some weeks are quite similar in structure and could include more variation in activities to increase students retention and motivation. Also, having coaching scenarios outside rugby-specific situations could further develop transferable skills and promote creativity and innovative practice (Larkin, Barkell and O'Connor, 2022).

Additional feedback included confusion regarding the timetable for a 'Wednesday - Game Day' column in the student timetable in the appendix, which wasn't explained in the proposal. Clarifying whether this is a formal part of the module or a separate

programme commitment would improve the reader's understanding of the curriculum design. This illustrates that I wrongly presumed that everyone knew that every Wednesday at a United Kingdom university is 'Sports game days', but this should have been identified and clarified in the proposal.

Nevertheless, the proposal demonstrated a clear consideration to relevant professional standards and benchmarking statements. Also a demonstration of both academic guidance such as the Educators Wales (2025) professional standards and QAA (2019) have been considered as well as guidance from the Welsh Rugby Union (2026) and World Rugby (2026). This combination ensures that the curriculum has a clear and relevant connection to teaching and learning standards and real-world career standards (Achim, Lucia, and Popa, 2009).

The suggestions given are to include an example of how or where the standards and benchmarking has been used in the curriculum's design such as forming part of the summative assessment. Also adding the professional standards directly to specific teaching activities or assessments.

Peers highlight that the lesson's purpose, aims and objectives, teaching and assessment strategies and additional resources are transparent and demonstrate how the module can achieve its purpose. As well, the lesson plans and presentation slides helped support the curriculum and include professional standards, anticipated difficulties, and assessment strategies with a variety of teaching methods used, including lectures, discussions, group work, and practical coaching.

However, they advise to include further detail on inclusive adaptations, health and safety and risk assessment, and an explicit success criteria for practical coaching. This would ensure that every participant is protected, supported, and able to achieve progress within a framework of continuous development (Gannon, 2026); (Filippou, Acquah and Bengs, 2025).

The curriculum is supported by considerations of the learner styles and applied with appropriate teaching strategies with plenty of relevant references throughout to support.

Learning / Now what?

In conclusion, the curriculum project proposal has provided significant professional and personal learning. The peer reviews have highlighted several key areas for future improvement. The peer review process conveys that the curriculum has a strong rationale, clear industry relevance, and an effective balance between academic theory and practical rugby coaching. The proposal successfully addresses the transition between further and higher education while aligning with professional standards from the WRU, World Rugby, and wider educational frameworks.

Contrastingly, the feedback also identified important improvements that would strengthen the curriculum overall design and delivery of the programme. Key areas identified through peer feedback, included the need to make the curriculum more distinctive from existing rugby coaching programmes by providing clearer justification of its unique purpose, structure, and progression opportunities. Additionally, the module aims and learning outcomes require greater specificity to improve measurability and assessment clarity, particularly through the use of Bloom's Taxonomy verbs to ensure outcomes are independently assessable and aligned to Level 4 expectations.

Another major area for development involves increasing variation within weekly learning activities to further enhance student engagement, motivation, and knowledge retention. Incorporating more diverse coaching scenarios beyond

rugby-specific contexts would also help develop transferable skills, creativity, and adaptability in learners. Furthermore, peers highlighted the importance of providing clearer explanations of curriculum elements, such as the “Game Day” timetable component, to improve transparency and coherence within the programme structure.

Overall, the peer review process has provided valuable insights that will strengthen the curriculum and improve its effectiveness, relevance, and professional credibility.

1608 words

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Appendix

Peer Review Feedback

Curriculum number: 3

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

- There was clearly a view of what is needed and an appropriate target audience that should be adhered to.
- The level is suitable for the topic and the assessments provided.
- Excellent work in conveying both sides of the argument and highlighting a clear need for the curriculum.
- Thoroughly detailed justification of curriculum and great depth of knowledge and research on topic.

I would prefer to see a distinct pass/fail grade instead of stating "Approximately 75%" which isn't clear for me as a reader. However, there might be a reason for this which I have missed.

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

- Appropriate aims and objectives for level 2 students are clearly stated.

Personally I would have liked to see a few sentences of explanation and reasoning behind the choices.

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

- The curriculum has a suitable and flowing structure for the cohort.

However, will 2 days of placement work be enough to develop students knowledge(From personal experience students can require 2 or more days to find their feet in a new environment and possibly they will have limited opportunity to undertake any practical work)

Also, are the placements provided by the course or do students find their own which could create differentiation in knowledge and development.

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

- There are good considerations for the relevant professional standards / benchmarking statements.

Could increase the critically and the reliability of the curriculum proposal with the inclusion of research/sources to back up the points you are making with reasoning.

Comments on the scheme of work that was designed.

- Great depth in outlining the content.
- In depth list of assessment strategies and key resources.
- Well organised / structured, clear set up and easy to read.

Anything else that you would like to comment on?

- Great depth in the teaching and assessments strategy sections.
- Appropriate reading list.
- Well concluded / summarised.
- Excellent variety of sources.

The transferable skills section could be improved with greater depth of research to increase criticality. Listed a great variety of skills but would benefit with expansion on why and how these skills will be learned and developed.

Limited detail in the lesson plans, although, good additional resources which links well with the lesson plan

Curriculum number: 4

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

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

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

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

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

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

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

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

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

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

Comments on the scheme of work that was designed.

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

*Include brief teaching / assessment strategies.

*Could include Aims and Objectives for each lesson.

*What resources do the students / lecturers need?

Anything else that you would like to comment on?

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

*Conclusion would have helped to summarise the overall proposal.

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

Curriculum number: 7

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

- Appropriate to the target audience.
- Great depth and description of curriculum purpose and function.
- Conveys the current issues and how this will solve the problems.

* Increase criticality with sources / research of how and why this curriculum will be successful to support your excellent points.

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

- Appropriate aims and learning outcomes
- Clear and organised - easy to read
- Excellent description of how and why the aims and outcomes are in place and will be succeeded.

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

- Good structure and timeline to follow
- Balanced with theory and practical sessions.

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

- Good consideration of professional standards and benchmarking.
- Appropriate standards were used.

* Lack of references / resources to justify each professional standard and why it is important.

Comments on the scheme of work that was designed.

- Excellent depth of information provided
- Well organised and structured - easy to follow.

* Apply a reading list with reference - personally would struggle to find these sources.

Anything else that you would like to comment on?

- Great list of subject-specific skills.
- In depth consideration of skills and knowledge.
- Excellent depth and information in lesson plans.

*However, no references / sources to justify skills and knowledge gained.

*I would personally like to read the conclusion of the proposal.

*Supporting resources with the lesson plan would give further understanding of the lesson structure and pattern.