



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

MODULE CODE: ECPT6007

ASSESSMENT COMPONENT: A2 Written Reflection & Peer Review

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Approx Word Count: 1649 Words

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1.0 Reflective Report

Designing this curriculum proposal was a valuable learning experience that helped me develop a stronger understanding of curriculum planning, constructive alignment, benchmark standards, and the relationship between higher education and industry practice. The curriculum was designed around a Level 6 Character and Creature Creation module for undergraduate Computer Games Design students at The University of South Wales Trinity Saint David (UWTSD), with a strong focus on industry-standard workflows, portfolio development, and real-time character production. Throughout the process, I found myself thinking not only as a game artist, but also more critically as an educator and curriculum designer.

One of the biggest things I learned while designing the curriculum was the importance of balancing industry expectations with effective teaching practice. My initial focus was heavily centred around recreating professional game art pipelines and ensuring students developed skills that would prepare them for employment within the games industry. This included sculpting, retopology, UV unwrapping, baking, texturing, optimisation, and rendering within a real-time engine. However, as the planning process continued, I realised that simply including professional workflows was not enough. Students also require structured support, scaffolded learning, and opportunities to gradually build confidence throughout the module (Petty, 2009).

This became especially clear when organising the week-by-week structure of the curriculum. I had to think carefully about how much technical content students could realistically manage within each session, particularly when using software such as ZBrush, Maya, and Unreal Engine 5. Designing the curriculum encouraged me to think more carefully about pacing, workload, and workshop-based learning supported by demonstrations and feedback opportunities (Petty, 2009).

Another important area of learning involved constructive alignment. Before this assignment, I understood the theory behind constructive alignment (Biggs, p.349, 2011), but designing an entire curriculum helped me understand how difficult it can be to ensure all parts of a module connect together effectively. I had to consider how learning outcomes linked to assessments, lesson content, teaching methods, and the overall aims of the curriculum. This process reinforced the importance of consistency and progression within higher education curriculum design.

An important part of the planning process involved considering external benchmark statements and professional frameworks. *The QAA Art and Design benchmark statements* (QAA, 2019) were useful when considering graduate-level expectations surrounding creativity, technical ability, critical reflection, and professional practice. Using these benchmarks helped me think more carefully about how the module could support both artistic development and independent problem solving at Level 6.

Alongside this, I also considered *The Independent Game Developers' Association* (TIGA, 2017) benchmark guidance and wider industry expectations. Because the module focused heavily on employability, I wanted the curriculum to reflect professional workflows surrounding real-time asset production. Reflecting on TIGA guidance reinforced the importance of preparing students for realistic production pipelines and portfolio development.

One of the main reasons I chose to design this curriculum was because my own speciality within games design is 3D character creation. Throughout my undergraduate studies, I developed a strong interest in character art pipelines including sculpting, retopology, texturing,

optimisation, and real-time presentation. While the existing UWTSD Computer Games Design course introduced elements of character creation, I personally felt there was a lack of a dedicated advanced module that fully explored professional character art workflows in depth. Much of the curriculum understandably focused on broader games design areas such as environment art, level design, and general development skills, but there was limited opportunity for students wanting to specialise specifically in high-quality character production.

Because of this, one of my biggest motivations for creating the curriculum was to help fill what I viewed as a gap within the course structure. I wanted to design a module that would give students the opportunity to develop specialist character art skills in a more advanced and industry-focused way, particularly for learners interested in pursuing careers within character art or creature design. Through researching industry expectations and current game art pipelines, I became increasingly aware of how important technical specialisation and portfolio quality are within the games industry. This reinforced my belief that students would benefit from a dedicated module focused specifically on advanced character and creature creation.

The process also made me reflect on my own experiences as a student. Many areas of character creation were skills I largely developed independently through tutorials, experimentation, and self-directed practice. Designing this curriculum made me realise how valuable structured teaching and guided progression can be when learning technically difficult workflows.

The assignment also improved my understanding of employability within higher education. A major focus of the module was preparing students for industry expectations and helping them create portfolio-ready work. Through researching industry benchmarks and character art roles, I became more aware of how universities are expected to balance academic learning with professional preparation.

The process also helped me grow in confidence as an educator. During my PCET placement, I have taught across Levels 4, 5, and 6 on the BA Computer Games Design course. However, creating a full curriculum proposal required a much broader understanding of educational planning than lesson delivery alone. I had to think about long-term progression, assessment strategies, graduate outcomes, and the wider learner experience.

Another important influence throughout the assignment was the Welsh Government Professional Standards for Further Education (Welsh Government, 2023). These standards have strongly influenced how I approach planning, inclusivity, learner support, and reflective practice. While designing the curriculum, I regularly considered how the module supported learner wellbeing, equality of opportunity, professional behaviour, and inclusive teaching approaches.

This was especially relevant when considering learner diversity and accessibility within the curriculum. While the module focused heavily on technical skill development, I also needed to think about how students with different learning styles, confidence levels, and previous experience would engage with the content. This influenced the inclusion of demonstrations, workshop sessions, formative feedback opportunities, and scaffolded learning activities throughout the module (Petty, 2009).

Designing the curriculum also helped me better understand the importance of reflective practice within creative education. Initially, my focus was mainly centred around technical outcomes and portfolio production. However, as I continued developing the module, I realised that reflection and critique are equally important within creative industries. The inclusion of

formative feedback sessions and peer critique opportunities became an important part of the curriculum because they reflected professional industry practice while also helping students develop communication and self-evaluation skills (Petty, 2009)..

The peer review process was also a very useful part of the assignment. Receiving feedback from multiple peers allowed me to identify both strengths and areas for improvement within the curriculum proposal. Overall, feedback highlighted the curriculum's strong industry focus, logical structure, scaffolded progression, and emphasis on professional practice.

A common strength identified throughout the reviews was the structure and sequencing of the curriculum. Reviewers highlighted that the module followed a clear workflow from concept development through to final rendering and presentation. The balance between lectures, demonstrations, workshops, and feedback sessions was also recognised as a positive aspect of the design.

Although the overall feedback was positive, there were also several useful criticisms that encouraged further reflection. One of the most common suggestions was the need for more references and academic sources throughout the proposal. Reflecting on this feedback, I agree that the proposal relied heavily on professional knowledge and industry realism, sometimes more than academic justification.

Another useful area of feedback related to my use of FE professional standards within a HE curriculum. One reviewer suggested that while the standards used were appropriate, the proposal relied too heavily on FE frameworks despite the curriculum being designed for Level 6 undergraduate students. I believe this was a fair point. Because I am currently studying for a PCET qualification, FE professional standards have naturally influenced much of my planning and teaching approach. However, the feedback helped me understand the importance of adapting frameworks depending on the educational context.

Some reviewers also mentioned that certain sessions appeared content heavy and may require additional time for learners unfamiliar with advanced technical processes. I found this feedback useful because it highlighted a common challenge within technical subjects such as game art. I also agreed with the suggestion to include additional supporting resources such as screenshots, tutorials, and demonstration materials.

Overall, the peer review process was extremely valuable because it provided different perspectives on the curriculum and encouraged me to critically reflect on my own decisions and assumptions. The feedback reinforced the strengths of the proposal while also identifying realistic areas for improvement.

In conclusion, this assignment significantly improved my understanding of curriculum planning, constructive alignment, benchmark standards, and the relationship between higher education and industry practice. It encouraged me to think more carefully about learner progression, workload, assessment, accessibility, and employability within games education. Reflecting on the QAA benchmark statements, TIGA guidance, and Welsh Government Professional Standards helped me better understand the wider responsibilities involved in curriculum design and higher education teaching. Overall, the process has helped me feel more confident in my ability to design meaningful, industry-relevant curricula while continuing to develop as an educator within higher education.

2.0 References

Biggs, J. (1996). Enhancing Teaching through Constructive Alignment. *Higher Education*, 32(3), 347–364. [Online] <https://doi.org/10.1007/bf00138871> (Accessed May 19 2026).

QAA (2019) *Subject Benchmark Statement: Art and Design*. Gloucester: Quality Assurance Agency for Higher Education. Available at: <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-art-and-design-17.pdf> (Accessed May 19 2026).

TIGA (2017) *TIGA games course benchmarks*. Available at: <https://tiga.org/education/tiga-games-course-benchmarks> (Accessed May 19 2026).

Welsh Government (2023) *Professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales*. Cardiff: Welsh Government. [online] Available at: <https://hwb.gov.wales/storage/460a740a-7bf1-4c7b-b4ae-348ae380879b/professional-standards-further-education-teachers-work-based-learning-practitioners-wales.pdf> (Accessed May 19 2026).

3.0 Appendices

3.1 Appendix A: Peer Review Feedback

Peer Review Feedback

Curriculum number: 9

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 well.
- Strong focus on employability and industry relevance through the inclusion of the IUSCA Level 1 qualification.
- Good discussion around the gap between theoretical learning and applied coaching practice.
- The rationale is detailed and supported well with research and literature.
- At times, some sections feel slightly repetitive, particularly around employability and experiential learning.

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

- The aims and objectives are suitable for Year 1 undergraduate students studying sport coaching and performance.
- Good balance between theoretical knowledge, practical coaching, and professional development.
- Reflective practice, communication, and teamwork are integrated effectively throughout the curriculum.
- Objectives align well with industry expectations and professional standards.

-Some objectives could be written slightly more specifically to make assessment criteria clearer.

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

- The curriculum is structured logically and progresses well from foundational theory into practical coaching and assessment.
- The phased approach helps students gradually build confidence and competence.
- Strong integration between academic learning and professional certification.
- The blend of lectures, workshops, gym sessions, and peer coaching should support different learning styles effectively.
- Some sections of the scheme of work could include more detail regarding differentiation for learners with different ability levels or previous gym experience.

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

- Professional standards and benchmarking statements have clearly been considered throughout the curriculum.
- Strong links made to Educators Wales standards, employability, wellbeing, and inclusive practice.
- Good awareness of industry expectations within Strength and Conditioning coaching.
- The focus on safe coaching practice and reflective learning is a strength of the curriculum.
- Some professional standards are discussed quite heavily throughout and could potentially be linked more directly to specific practical teaching examples.

Comments on the scheme of work that was designed.

- The scheme of work is clear, organised, and easy to follow.
- Weekly progression is appropriate and develops students from foundational knowledge into practical coaching competence.
- Good range of teaching methods used, including practical gym work, workshops, peer coaching, and reflective activities.
- The lesson plans were detailed and helped demonstrate how sessions would work in practice.
- The practical focus of the curriculum is one of its strongest aspects.

Anything else that you would like to comment on?

- Overall, this is a strong and professionally presented curriculum proposal.
- The integration of an industry recognised qualification within the degree programme is a major strength.
- Strong use of research and literature throughout the project.
- The practical coaching focus helps make the curriculum feel realistic and industry relevant.
- At times, the amount of academic theory and references slightly takes away from the practical curriculum focus, but this is understandable within the context of the assignment requirements.

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.

Anything else that you would like to comment on?

-Overall, this is a well-researched and professionally presented curriculum proposal.

-Strong application of Curriculum for Wales and assessment theory is demonstrated throughout.

-The practical microteaching element is a major strength of the curriculum and helps balance the academic content well.

-The use of literature and references strengthens the project considerably.

-Some sections could be slightly shorter or more concise to improve readability and keep greater focus on the practical delivery of the curriculum.

Peer Review Feedback

Curriculum number: 8

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

- Clear explanation of the purpose of the curriculum and who it is aimed at.
- Strong focus on Level 4 students transitioning into higher education.
- Good links made between employability, rugby coaching, and WRU qualifications.
- Shows awareness of both academic and practical coaching development.
- Could include slightly more detail on how this curriculum differs from other existing rugby coaching programmes.

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

- Aims and objectives are suitable for a Level 4 rugby coaching course.
- Good balance between practical coaching and theory.
- Safeguarding, professionalism, and inclusivity are included well.
- Objectives support both coaching development and employability.
- Some objectives could be written more specifically to make assessment and progression clearer.

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

- Logical progression from theory and observation into guided and independent coaching.
- Weekly structure is easy to follow and appropriate for Level 4 learners.
- Good mix of classroom learning and practical activities.
- WRU coaching courses help make the curriculum feel industry relevant.
- Some weeks are quite similar in structure and could include more variation in activities if possible.
- More coaching scenarios outside rugby-specific situations could further develop transferable skills.

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

- Good use of QAA, WRU, and Educators Wales professional standards.
- Strong focus on safeguarding, professionalism, equality, and Welsh language inclusion.
- Demonstrates awareness of industry expectations within rugby coaching.
- Could link professional standards more directly to specific teaching activities or assessments.

Comments on the scheme of work that was designed.

- Scheme of work is clear, organised, and easy to understand.
- Strong progression from beginner coaching concepts to independent coaching practice.
- Variety of teaching methods used, including lectures, discussions, group work, and practical coaching.

-Lesson plans and presentation slides helped support the curriculum well.

-More detail on differentiation or learner support strategies could strengthen some sessions further.

Anything else that you would like to comment on?

-Overall, a strong and well-presented curriculum proposal.

-Demonstrates good subject knowledge of rugby coaching.

-Practical focus of the programme is a major strength.

-Additional resources, lesson plans, and assessment examples helped make the curriculum feel realistic and achievable.

-A little more variation in session structure and further detail in some areas would strengthen the curriculum even more.

-At times, there is a heavy focus on pedagogical theory. While understandable for the assignment criteria, some sections feel slightly over-explained for a typical curriculum document.

3.2 Appendix B: My curriculum Review

Peer Review Feedback

Curriculum number: 7

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

The proposal provides a clear and well-structured justification for the introduction of a specialist curriculum. The rationale seemed easy to follow and clearly explains the need for industry-focussed character creation skills within modern games education.

The proposal effectively identifies a gap within the existing programme and provides the curriculum with a purpose and clear education needs for this module.

The target audience is clearly identified and preparing students for future employment within the gaming industry. The proposal is appropriate with final year undergraduate expectations and also demonstrates awareness of varying learner abilities and appropriately includes differentiated support within workshop sessions.

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

The curriculum aims and learning outcomes are appropriate for both the topic area and the learner group. They are clearly written and strongly linked to industry practice, focussing on both technical skills and professional development.

The aims successfully cover key areas such as advanced workflows, industry-standard tools, portfolio development and reflective practice. The learning outcomes are realistic for level 6 learners and demonstrate progression.

The outcomes are straightforward and understandable despite the specialist subject matter. The curriculum balances practical production skills with transferable graduate skills.

One area for improvement would be some learning outcomes could be slightly more measurable such as “critically reflect” could be potentially linked to assessment criteria to strengthen constructive alignment.

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

The curriculum structure is one of the strongest aspects of the proposal. The sequencing of the module follows a clear and logical production pathway starting with concept development and finishing with a portfolio presentation.

The workflow is easy to follow and each stage naturally builds upon the previous one. The scaffolding approach supports progression and reflects realistic industry processes.

The inclusion of iterative feedback sessions throughout the curriculum is particularly strong. The proposal successfully explains how critique and revision reflects real environments and help students develop reflective and professional skills.

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

The curriculum acknowledges learner diversity, differentiated support, bilingual delivery and respectful collaborative learning environment. This demonstrates a good awareness of wider educational responsibilities beyond technical delivery.

The curriculum aligns well with employability and professional practice expectations with the use of industry standard software.

Comments on the scheme of work that was designed.

The scheme of work is detailed, coherent, and professionally presented. Each week clearly identifies learning aims, teaching activities, resources and assessment opportunities making the curriculum easy to follow.

The variety of teaching methods is thoughtful resulting in learning to remain engaged and support practical skill development. The reading week placement is also sensible because it gives learners time to consolidate learning and continue independent project work.

Some sessions do seem to be heavily content loaded for the duration and task expectation. Some students may require additional time when introduced to technically difficult processes.

Anything else that you would like to comment on?

Overall, this is a highly effective and professional curriculum proposal that demonstrates strong understanding of both higher education and contemporary industry practice.

The lesson plans are particularly detailed and demonstrate thoughtful planning especially in relation to practical delivery, feedback opportunities and learner support. The emphasis on reflective practice and iterative improvement is also very effective.

Peer Review Feedback

Curriculum number: 7

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

After reading the rationale, It is clear to me what gap this curriculum fills within the universities game development course and what preparation it gives the level 6 learners for their own professional practice. It is also made very clear why this curriculum has been reserved for level 6 study. Every basis is covered within the rationale for the curriculum, well done.

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

The aims of the curriculum are clear and appropriate for the level of study you have chosen for this curriculum.

The outcomes are also suitable and will support the achievement of the curriculums overall aims. The module outcomes are in line with Blooms Taxonomy of learning, a reference to Blooms model would have consolidated the outcomes you had set by adding some more justification, however there are no issues with the outcomes themselves, they are well suited to this curriculum. Well done.

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

11 weeks with 4 hours of teaching is sufficient time to deliver this content to students. The use of formative assessment within the lessons to foster continuous improvement I think is a very necessary inclusion to this curriculum due to consolidation of skills and allowing educators to address potential knowledge gaps. The summative assessment will help students meet the needs of being prepared for professional practice, the only criticism I have is that the summative assessment section lacks some detail, for example you could have explained what % breakdown each of the components are worth, but on the whole the curriculum has a great structure.

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

There is clear consideration of professional standards given as well as indications to how the curriculum fulfils the professional standards. The design of the course fulfils several professional standards which is testament to how well it has been designed. Well done

Comments on the scheme of work that was designed.

In future I would advise putting the lessons into their own separate columns, so they have greater legibility, however this is a comment on the look of the table itself not the content. The content itself is great, the scheme of work will provide an educator with enough information to deliver a quality lesson.

Anything else that you would like to comment on?

As well as outlining how this Curriculum will develop subject specific skill, there is great attention given to how other transferable skills will be developed which further consolidates the quality of this curriculums design.

Peer Review Feedback

Curriculum number: Number 7

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

The curriculum provides a clear and well organised justification for its development, grounded in the needs of contemporary video games industry and the expectations placed on graduates entering character art roles. The rationale demonstrated a strong understanding of the skills gap within the existing program, particularly the focused character creation module at level 6. The target audience/students were clearly identified as undergrad final year students who already possess the foundational skills for 3D work but require advanced, industry aligned training to produce professional standard work. The Justification was coherent and appropriately aligned with both academic progression and industry demands.

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

The aims and learning objectives were appropriate for Level 6 study and reflect the expectations of advanced character creation with real time game development. The emphasis on both technical and reflective practice ensuring students develop the ability to produce complete game ready characters whilst also reflecting on their own work. The objectives are clearly aligned with the needs of learners at this stage, supporting autonomy, professional readiness, and the development of a portfolio quality outcome. They are realistic, coherent and well matched to the skills required for employment in character art roles.

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

The curriculum is structured around a logical and industry standard production pipeline. The sequencing is appropriate for the cohort as it allows students to build on prior knowledge while engaging with complex processes. The combinations of lectures and demonstrations and workshop-based learning provide an effective balance of instruction and independent practice. The inclusion of feedback points and critique sessions further strengthen the structure. Overall, the structure is coherent pedagogically sound and well suited to the demands of the subject.

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

The curriculum demonstrates clear alignment with relevant professional standards, including the Welsh Government Professional Standards for FE Teachers and Work-Based Learning Practitioners, as well as industry and academic benchmarks such as TIGA guidance and the QAA Subject Benchmark Statement for Art and Design. The curriculum also reflects industry expectations through its emphasis on real time workflows and use of industry standard software. This alignment strengthens the academic and professional credibility of the module.

Comments on the scheme of work that was designed.

The scheme of work is coherent, well sequenced and clearly aligned with the intended learning outcomes. It provides a structured progression through the character creation pipeline while allowing flexibility for differentiated support within workshop sessions. The integration of formative feedback opportunities.

Anything else that you would like to comment on?

The curriculum demonstrates a strong understanding of industry expectations and provides students with a realistic and professionally relevant learning experience. Its emphasis on optimisation, workflow management, and portfolio presentation ensures that learners are well prepared for employment within the games industry. The integration of bilingual delivery and inclusive teaching practices further strengthens the accessibility and relevance of the module. Overall, the curriculum is robust, well justified, and highly appropriate for Level 6 character art education.

Peer Review Feedback

Curriculum number: 7

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

The justification section of the curriculum proposal has a strong focus on applicability in professional practice. Designing a module for final year level 6 students where the outcome will contribute towards their portfolios when applying for graduate jobs is an excellent example of this.

The UKIE factsheet on the British games industry presents some interesting information, but it does not lay out specific standards that new graduates going into industry would need to meet. None of the information on it (at least from a layman's perspective) relates directly to the specifics mentioned in the rationale for the curriculum. Perhaps finding job advertisements or other statements from UK games industry employers could strengthen the case for selecting these skills. It's clear that the rationale is informed by industry specific knowledge, it just needs a more appropriate source to back it up.

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

The aims and objectives are clearly laid out and appropriate for the content of the course and it's cohort. Each outcome clearly links to the learning aims and is an appropriate way to assess whether it has been met.

As a level six course all the verbs used are appropriate for the learning group. Perhaps it could be improved by more explicitly using and making reference to Blooms taxonomy or another appropriate framework to justify why these skills are appropriate for this curriculum.

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

The curriculum strikes a balance between professional practice and environment, and a workflow to match. While still fitting into the framework of university BA course teaching specifics week by week while students fulfil the workload as part of their own self directed study.

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

The curriculum makes extensive use of the further education professional standards. Each point is well considered and applies to the proposal as a whole. However since the module is designed to apply to a level 6, final year BA course it should be using the HE professional standards framework rather than the FE ones meant for colleges in Wales. All the points raised are totally valid they just need to be re phrased using the HE framework.

The proposal shows a good balance of internal university benchmarking standards (QAA) along with industry benchmarking standards (TIPA)

Comments on the scheme of work that was designed.

The scheme of work does a good job of summarising a lot of technical information and getting straight to the point of what will be taught in the lesson. This is somewhat difficult for a layman to grasp though given the requirements expected for the group this is understandable.

While similar, the aims and objectives from the scheme of work don't quite line up with the ones in the earlier section. Ensuring internal consistency might make the document easier to read.

Anything else that you would like to comment on?

While all the points are valid the lesson plans included in the appendices might place too much emphasis on the FE professional standards, especially given that it is a HE course. The lesson detail seems as though it would be difficult to follow and might be tricky for another lecturer to deliver.

Including evidence of additional teaching resources like powerpoints with screenshots or step by step tutorials might help to elucidate some of the technical terminology.

Factoring in students ability to aid and assess each other's progress throughout the course is a good way of letting them helping one another.

The reading list identifies some excellent resources for any sculptor, regardless of medium or material. It could benefit from being properly Harvard referenced to making sure that students can access the right editions and cite them correctly in their work.

On the whole the curriculum might benefit from more sources and citations to backup what is being taught and how. This could be as simple as including some of the recommended reading from the PCET course like Reece and Walker or Race. More up to date subject specific theorists might strengthen the proposal overall as well.