

Peer review and reflection

Reflective practice is pivotal for personal growth, and I've embraced Gibbs' reflection cycle for this purpose. This method streamlines my reflection process, allowing me to extract insights and recommendations from past experiences effectively. By considering both positive and negative aspects, this evidence-based approach fosters comprehensive self-assessment. It has notably guided my teaching practices by offering a structured framework for lesson reflection.

Developing a sports analysis curriculum was both enlightening and challenging. It demanded a deep understanding of theoretical and practical elements, necessitating extensive research and adherence to pedagogical standards. The curriculum's coherence hinged on a meticulously planned progression, ensuring students' gradual skill enhancement through sequential module building and interactive learning activities.

Sports analysis, being interdisciplinary, requires a balanced integration of biomechanics, statistics, and technology in curriculum design. Prioritizing student-centered learning, I designed activities to promote critical thinking and practical skill application, incorporating feedback loops for ongoing improvement and adaptability.

This endeavor underscored the complexity of sports analysis and the necessity of merging traditional methods with technological advancements. It enhanced my pedagogical prowess, emphasizing the alignment of learning outcomes with instructional strategies for effective teaching.

Real-world application was pivotal, highlighting the importance of experiential learning for students' future employability. Collaboration across disciplines was evident throughout the design process, emphasizing the need for an interdisciplinary approach to curriculum development in the sports sector.

Ultimately, this experience instilled a commitment to continual refinement and adaptability in curriculum development. Recognizing the iterative nature of this process, I remain dedicated to incorporating feedback, industry advancements, and technological innovations to ensure ongoing relevance and effectiveness.

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

The evaluations recognise how well the curriculum's needs and target audience were identified. It does, however, recommend including information on the curriculum's specific job market advantages, the gaps it fills, and the inclusion of testimonials from previous students or firsthand accounts. It's also important to be clear about the course's delivery and whether it's intended for postgraduates or undergraduates.

The constructive criticism as well as the encouraging parts of the feedback were a challenge to me. It let me understand how crucial a more thorough explanation is.

The proposal's merits are found in its precise assessment of the needs and audience. It does, however, lack particular information about the benefits of the job market and the existing gaps in education, as well as student or personal testimonials to support the argument.

The comments point out that additional study and proof are required to back up the idea. The explanation could be strengthened by pointing out particular shortages, connecting module abilities to company demands, and adding student and personal experiences.

I discovered the value of thorough arguments backed up by particular instances, factual data, and original thinking. These components will help future bids.

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

The comment emphasises how the goals and learning outcomes are appropriate for the course, but it also proposes labelling goals and learning outcomes more clearly. It also recommends enlarging the objectives to include a stronger focus on developing soft skills and meeting a range of learning requirements. The comment also mentions that the learning objectives can be very general and not particularly suited to the analytical module.

Getting this feedback caused conflicting emotions. The fact that the goals and objectives have the potential to promote critical thinking and are generally in line with the needs of the sports industry gave me comfort. The recommendations to strengthen the objectives and learning outcomes' specificity and clarity, though, also presented a challenge to me.

The response recognises that the goals and objectives are in line with industry expectations and have the ability to promote critical thinking. It does, however, recommend enhancements to the distinction, precision, and clarity between the objectives and learning outcomes. It also emphasises the significance of addressing professional outcomes, a variety of learning needs, and the development of soft skills.

The feedback suggests that in order to improve comprehension of the curriculum's goals, there is a need for more precise labelling and separation between goals and learning outcomes. It also recommends addressing a range of learning needs, developing soft skills, and more closely matching learning objectives to the analytical module's theme.

I've learned from this feedback how crucial it is to express the curriculum's goals and learning objectives with precision, differentiation, and clarity. It also emphasises how important it is to deal

with the development of soft skills, a variety of learning demands, and alignment with the analytical module's particular focus.

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

The feedback offers a thorough analysis of the curriculum's content, organisation, and scheduling. It emphasises how appropriate the schedule is but raises concerns about how long some of the lessons should last. The timeline and appendices' organisation and readability are also praised in the remarks. Although it recognises the curriculum's methodical structure, it makes recommendations for enhancements that include adding more flexibility for student choice, developing transferable skills more extensively, and integrating a wider range of data analysis theories and techniques.

It felt good to hear that the curriculum's well-received features—like its logical structure and readability—were acknowledged. But I also found the recommendations for improvement to be challenging, especially with regard to adding flexibility, improving the development of transferable skills, and expanding the use of data analysis theory and methods.

The criticism points out areas for development while also recognising the curriculum's organisational, structural, and timetable merits. It proposes reconsidering the length of some courses, broadening the use of techniques and concepts related to data analysis, improving the development of transferable skills, and providing students with more options.

According to the feedback, it's critical to keep a balanced schedule and make sure that classes last the right amount of time for the material they cover. It also highlights how important it is to expand the curriculum's focus to cover a greater spectrum of data analysis theories and instruments in addition to developing transferable abilities in management, psychology, and leadership.

Incorporating flexibility into the curriculum can also enable students to customise their education to fit their unique interests and professional aspirations.

Through this input, I have come to understand how important it is to keep a balanced curriculum schedule, expand the content to cover a greater variety of tools and theories, improve the development of transferable abilities, and allow for student choice.

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

The input offers a comprehensive assessment of the curriculum's compliance with industry norms and benchmarks, emphasising both its advantages and disadvantages. It recognises the distinct definition of professional standards and the useful direction that the work plan offers. It does, however, recommend the addition of benchmarks and criteria unique to each sport, along with a more thorough justification for conformity to national professional standards.

It gave me a sense of satisfaction to know that the work plan was working and that professional standards could be clearly identified. The recommendations for improvement, especially the ones about including sport-specific criteria, describing benchmarks, and giving a more detailed justification of conformity with national standards, however, also presented a challenge to me.

The feedback recognises the curriculum's strengths in upholding professional standards and offering instructors and students clear advice. It also points out areas that need work, such adding standards unique to a given sport, describing benchmarks, and giving a more complete description of how these standards match with national guidelines.

The comment highlights how crucial it is to assure alignment with national benchmarks and provide a thorough explanation of this alignment in addition to outlining professional standards. In order to increase the curriculum's value and trustworthiness within the sports business, it also emphasises the necessity of including sport-specific standards.

Based on this feedback, I understand that in order to improve the curriculum's legitimacy and applicability, it is crucial to include sport-specific criteria, provide benchmarks, and give a more complete description of how it aligns with national professional standards.

Comments on the scheme of work that was designed.

The curriculum's structure, clarity, and conformity to standards are all praised in the feedback; nevertheless, changes to the colour scheme and assessment techniques are recommended. It also emphasises how well the curriculum can prepare students for settings in higher education and the workforce.

The encouraging parts of the feedback gave me confidence, but I was also inspired to better the areas that were pointed out as needing improvement. I was also thrilled by the curriculum's ability to get students ready for graduate school and professional environments.

The feedback recognises the strengths in organisation and clarity but recommends changes to the colour scheme and assessment techniques. It also acknowledges the curriculum's applicability to education beyond the undergraduate level.

The input highlights how crucial it is to convey information clearly and use reliable assessment techniques. It increases the curriculum's appeal and applicability by highlighting its capacity to prepare students for higher academic and professional settings.

I emphasise the curriculum's potential for advanced academic and professional preparation while acknowledging the need to improve presentation components and assessment techniques.

Overall conclusion

In conclusion, the comments on the proposed curriculum and work plan offer insightful information about the program's advantages and disadvantages. Although the curriculum exhibits a strong conformance to professional standards, clearly stated learning objectives, and efficacious teaching methodologies, there exist prospects to augment its lucidity, diversity, and suitability for pragmatic situations. Student learning will be more thorough and interesting if sport-specific standards are included, presentation components are improved, and assessment approaches are broadened. Its relevance and appeal are further increased by highlighting the curriculum's ability to prepare students for advanced academic and professional contexts. We can make sure that the curriculum fulfils the needs of students, gets them ready for success in the future, and stays a valuable resource in the field of sports coaching and performance by putting these recommendations into practice and keeping it updated.

References

Gibbs, G. (2022). *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Further Education Unit, Oxford Polytechnic.

Appendix

Peer Review Feedback

Curriculum number:

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

47% of adults had experienced at least one traumatic event. This course will ensure that educators understand trauma and the detrimental effects it has. It will also ensure best practices and enhance students' experiences, which will result in student satisfaction and retention.

The target audience is lecturers at the University of Wales Trinity St David (UWTSD) to become trauma-informed practitioners.

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

The aims and objectives for the curriculum are appropriate because they are detailed and specific to the topic. There are also realistic goals for the timeframe. They also set the student up for any real world scenarios.

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

The course begins with basic information and begins to build in detail as the weeks progress. The timings are reasonable for the target audience, as the target audience would be on campus and have finished their own lectures at that time. There is also a chance throughout for students to share experiences or thoughts on scenarios.

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

When designing a curriculum, taking into account pertinent professional standards and benchmarking statements guarantees that it will be in line with industry standards, quality control, accreditation requirements, and student readiness. By improving educational programmes' quality, efficacy, and relevance, this approach eventually equips students for success in their chosen fields.

Comments on the scheme of work that was designed.

The trauma awareness training programme has a thorough and well-organized work plan. It has weekly goals that are clearly defined, a logical flow of topics, a variety of engaging teaching techniques, a range of evaluation approaches, and chances for knowledge to be applied practically. Overall, it shows thoughtful preparation and sound instructional design principles, which qualifies it for providing educators with thorough trauma awareness training.

Anything else that you would like to comment on?

No additional comment

Peer Review Feedback

Curriculum number:

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

While art students at UWTSD may be taught basic painting techniques at the GCSE and foundation levels, research indicates that traditional and impressionistic oil painting instruction may be deficient. More specialised training is needed in order for learners to develop cultivated progress, appropriate dexterity, and a deeper understanding of the medium.

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

The curriculum's goals and objectives seem well-thought-out and appropriate for the subject and learning group. They successfully combine the development of technical skills with artistic expression, critical thinking, teamwork, and self-directed learning to produce an all-encompassing and captivating learning environment.

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

The proposed course structure offers a well-rounded learning experience that integrates the development of theoretical knowledge and practical skills, indicating careful consideration of the needs of the topic and the cohort.

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

Incorporating relevant professional standards and benchmarking statements into curriculum design ensures alignment with industry norms, quality assurance, accreditation requirements, and student readiness. Through enhancing the calibre, effectiveness, and applicability of educational programmes, this strategy ultimately prepares students for success in their chosen fields.

Comments on the scheme of work that was designed.

Throughout ten sessions, students are guided through a progressive learning journey by means of a well-structured and comprehensive scheme of work for the introduction to oil painting still life. It starts with fundamental abilities like observation and simple drawing methods and works its way up to more complex ideas like colour theory and using oil paints. Every session has specific goals and learning objectives, combines theory with hands-on activities, and uses formative and summative evaluations to track students' progress. While homework assignments promote independent study, specific reflection and feedback sessions give students the chance to assess their development and get advice from peers and the tutor. All things considered, the work plan facilitates student learning and gets them ready for more oil painting coursework.

Anything else that you would like to comment on?

No additional comment

Peer Review Feedback

Curriculum number:

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

The proposed curriculum tackles the pressing problem of dementia, highlighting its increasing burden on individuals and societies as well as its global impact. The curriculum, which is geared towards healthcare professionals, attempts to give them the information and abilities needed to recognise, identify, and treat dementia patients in a variety of care environments. The curriculum aims to improve the quality of dementia care and support by emphasising the needs of healthcare staff, acknowledging their critical role in reducing the difficulties presented by this complex condition.

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

The aims and objectives of the curriculum are well-suited for addressing the topic of dementia within the intended learning group. They focus on cultivating an understanding of how to improve the health and well-being of individuals with dementia, while also promoting critical reflection and evaluation of public perceptions surrounding the condition. Overall, the aims and objectives are appropriate and directly relevant to the curriculum's purpose.

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

This structure provides a well-rounded approach by beginning with fundamental information, moving on to real-world application, and ending with a discussion of more general issues in dementia care. All things considered, the curriculum offers a thorough and sensible foundation for learning about dementia.

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

In order to ensure alignment with best practices, curriculum designers must take into account pertinent professional standards. The curriculum design in this review effectively integrates these standards. Respecting each student as an individual and encouraging inclusivity are in line with standards that prioritise equity and diversity. In a similar vein, the emphasis on participation and fair opportunities shows a dedication to encouraging learning environments. Collaboration standards for professional development and teamwork are aligned with the recognition of collaboration, which emphasises the value of cooperation and ongoing improvement. All things considered, this improves the curriculum's legitimacy and efficacy.

Comments on the scheme of work that was designed.

No clear scheme of work presented

Anything else that you would like to comment on?

Clear scheme of work needed and any resources used within the lessons should be added.