

Peer review and reflection Part 1 and Part 2

This assignment presents a critical reflection on the process of designing a curriculum as part of my PGCE in Post-Compulsory Education and Training. The focus of the curriculum was a 12-week module on Equality, Diversity, and Inclusion (EDI) within counselling and psychotherapy, aimed at Level 6/7 learners. The assignment is divided into three parts: first, a reflection on the professional learning gained through the curriculum design process; second, an evaluation of the feedback received through the peer review process. Lastly, the appendix includes the written feedback I provided to three peers as part of the blind peer review process, in which I engaged critically with their proposed curriculum designs, offering constructive and professionally courteous feedback in line with the module requirements.

Throughout, I draw on relevant literature, professional frameworks, and critical reflection to demonstrate how this task has developed my skills in curriculum development, reflective practice, and inclusive teaching. The assignment concludes with an evaluation of the learning gained and the implications for my future teaching practice.

Reflections on the professional learning gained from design a professional curriculum

The curriculum I designed was a 12-week course with three assessments: a reflective piece, a TED Talk-style presentation, and a case study. Although I pitched it at either Level 6 or 7, with 30 or 60 credits, I now realise I should have specified the level and credit weighting more clearly. The differences in expectations and workload are significant (Smith, 2000), and greater clarity would have improved the precision and design. Further research and engagement with academic frameworks would have supported more informed decisions (Segalo & Dube, 2022).

Designing the curriculum was challenging, as counselling and psychotherapy programmes differ from standard degrees. I was concerned about including too much context from existing courses but felt it necessary to outline their structure to justify my design choices (Tyler, 1949).

While some aspects required improvement, feedback from my tutor highlighted the originality of the TED Talk-style assignment, which was well received. On reflection, I wish I had developed this idea further by detailing the structure, content expectations, and including a potential Q&A component to enhance critical engagement (Mehra, 2021).

Additionally, I realise that the timing and spacing of the assessments could have been improved. The final case study, for instance, was scheduled to be submitted four weeks after the course concluded; feedback from lecturers indicated this would not be an adequate timeframe. In future, I aim to develop a clearer understanding of academic levels, workload expectations, and appropriate assessment timelines to ensure a more balanced and realistic curriculum structure (Soares et al., 2020).

While I have consistently referenced and applied the Professional Standards in previous assignments and lesson plans, I recognise that I did not give them sufficient attention in the overall curriculum design. In this instance, the standards were only embedded within the individual lesson plans, rather than being fully aligned with the curriculum as a whole (Pacala, 2023). Upon reflection, I see that integrating the Professional Standards more explicitly across the entire curriculum would have strengthened its coherence and alignment with sector expectations.

There are several aspects of the Professional Standards that could have enhanced the curriculum, such as the incorporation of the Welsh language (Knight et al., 2022). This was something I particularly appreciated in a peer's curriculum, as it not only promoted Welsh language inclusion but also aligned with *The Well-being of Future Generations (Wales) Act*

2015 a piece of legislation I deeply respect and support (Nesom & MacKillop, 2021). Including such elements would have demonstrated a stronger commitment to local context, inclusion, and the values embedded in the professional framework.

One of my goals for this assignment was to develop greater confidence in curriculum structure and planning. Although my confidence has been challenged at times throughout this course, I found that I genuinely enjoyed the process of writing the curriculum. Thinking in terms of weekly or session-based structures in a topic of my expertise helped me focus on logical progression, continuity, and appropriate pacing (Ornstein & Hunkins, 2009). I began to appreciate the level of planning and foresight required to strike a balance between breadth and depth; particularly within the constraints of time-limited modules (Knight, 2022). As I was also required to carry out a significant amount of planning and design work during my teaching placement, this assignment complemented that experience well. The curriculum creation task supported my placement work by enhancing my ability to structure learning in a purposeful and learner-centred way (Czerniewicz & Cronin, 2023).

This year on the PGCE, various elements of my learning began to connect more cohesively. For example, during the curriculum design process, I developed a deeper sense of empathy for the learner's experience (Brooman et al., 2015). Designing a curriculum required me to step into the learner's shoes and consider their emotional and cognitive journey from initial engagement through to assessment. I had to think carefully about how to maintain motivation, offer appropriate levels of challenge, and provide ongoing support and assessment (Avis et al., 2019). This reflection strengthened my understanding of student well-being as a vital component of successful curriculum design in counselling. It also directly aligned with the focus of my action research project, which explores the role of teacher empathy in post-16 education (Czerniewicz & Cronin, 2023).

Additionally, connecting the curriculum design process with my placement experience supported my ongoing development of professional identity. I feel that this experience positioned me not simply as a deliverer of content, but as a co-creator of meaningful and inclusive learning environments (Segalo & Dube, 2022). I became increasingly aware of my values as an educator and the legacy I hope to leave with my students (West, 2018). This includes a strong commitment to Equality, Diversity, and Inclusion, and a belief in meeting learners where they are. I strive to be non-judgemental and empathic toward the wide range of learners I may encounter in my classroom (Rose, 2012). Education today welcomes students from increasingly diverse backgrounds many of whom face significant barriers including poverty, severe mental health conditions, physical disabilities, learning differences, and lived experiences of trauma, loss, or instability (Henning et al., 2015).

Recognising and responding to these realities is central to my emerging identity as an inclusive and compassionate educator.

Reflections on the Feedback Obtained Through the Peer Review Process

In this section, I reflect on the peer feedback received, highlighting suggested adaptations such as clearer learning objectives, improved accessibility, and the inclusion of digital and interdisciplinary elements. The peer review process enabled constructive, anonymised feedback that supported professional reflection (Hoo et al., 2022).

Peers praised the curriculum's strong rationale and alignment with professional standards, including the BACP and the *Well-being of Future Generations (Wales) Act*, as well as its focus on EDI and systemic inequalities. However, they recommended including specific data on gaps in current counselling education and real-world challenges to strengthen the case (Best & Thomas, 2007). This feedback was valuable. While my rationale was based on professional experience and policy, incorporating data from sources like the BACP, QAA, or student surveys would improve its credibility. In future, I would also include anonymised case studies to highlight the need for in-depth, inclusive EDI training (Wood et al., 2012).

The aims and objectives were highlighted for their relevance and alignment with professional competencies, particularly in areas such as self-awareness, cultural competence, and ethical practice (Smith, 2000). However, reviewers recommended revising some objectives to be more specific and measurable. I am aware that the length on my learning outcomes and objectives was very long, and I struggled to be more specific (Rossi, 2023).

As a result, I would revise objectives such as

- Navigate Gender, Sexuality, and Relationship Diversity: Equip students to understand and address the unique needs of contemporary client groups, including nonbinary, fluid, and the expand Gen Z identities in this area (BACP, 2019).

to

- Explore and respond to diverse GSRD identities, including nonbinary and fluid expressions, in contemporary client work (BACP, 2019).

I recognise that I still need to develop my skills in writing clear, specific, and learner-measurable learning outcomes and curriculum objectives (Soares et al., 2020).

Some feedback focused on increasing accessibility and flexibility for diverse learners. Reviewers appreciated the inclusive ethos of the module but noted the need for more explicit strategies to support learners with Additional Learning Needs (ALN) or disabilities (Rossi, 2023). Suggestions included offering alternative assessment formats and increasing flexibility in how content is delivered. This aligns closely with my own values around accessibility. While inclusion is embedded in the spirit of the curriculum, I recognise the importance of making these accommodations more visible and actionable (Tam, 2014). Moving forward, I intend to provide alternative assessment options (e.g., written reflections in place of recorded presentations), ensure materials are available in accessible formats, and introduce opportunities for self-paced learning where appropriate. I also plan to incorporate mid-point check-ins and regular breaks to support personalised adaptations for learners (Pacala, 2023).

The scheme of work was commended for its range of topics and engaging activities. However, reviewers suggested enhancing learning through interdisciplinary insights and community engagement opportunities (Ornstein & Hunkins, 2009). This feedback aligns with my aspiration to broaden students' critical understanding. I would review the reading list and case studies to ensure inclusion of perspectives from public health, sociology, and community psychology. I could have built community engagement components into the curriculum, such as attending local equality advocacy events or collaborating with relevant organisations as a form of experiential learning that connects classroom learning with real-world practice (Mehra, 2021; Wood et al, 2012).

One reviewer suggested incorporating digital inclusivity into the curriculum. I often find myself hesitant to embrace new technologies. I tend to describe myself as “old” and in doing so, I have almost come to reinforce my own stereotype (Pongsakdi, 2021). However, I recognise that digital tools offer exciting and untapped opportunities to enhance learning, particularly for diverse student groups. In future iterations, I would like to explore the integration of interactive digital tools such as case-based simulations, immersive rooms or AI-driven learning environments to help students engage with EDI dilemmas in more dynamic and accessible ways. As UWTSD (2023) offers a wide range of modern technological resources, I see the value in making better use of these tools to benefit both my teaching and my learners' experiences.

The peer review process has been invaluable in shaping and validating the curriculum's relevance within contemporary counselling education. I was encouraged by the feedback highlighting its strengths in reflective practice, social justice, and cultural competence, and

I intend to implement many of the constructive suggestions offered. This process reminded me that curriculum design is an evolving, collaborative effort rooted in reflection and dialogue. I found the opportunity to review my classmates' work both enjoyable and insightful. This is something I would like to do as an educator in the future. Going forward, I will continue to adopt a learner-centred and adaptive approach to curriculum development, using feedback and innovation to create meaningful educational experiences.

(1650 words)

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Appendix

Curriculums reviewed 3, 13 and 14

Peer Review Feedback - Curriculum number: 03

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

Thank you for sharing your work! I really admire your efforts in supporting students who are Not in Education, Employment, or Training (NEET) it is truly commendable. I also found the woodwork project particularly inclusive, as creating a planter is accessible to a wide range of participants. Woodwork is often viewed as a traditionally male dominated activity, but the project of 'the planter' provided an opportunity for people of all genders and ages to engage in a meaningful and hands-on learning experience. I felt that a flower planter was a more inclusive and versatile project.

There was clear and well-supported justification for the proposed curriculum, effectively addressing the needs of disengaged learners. The rationale highlights the importance of providing tailored support for school leavers aged 16 and above who face barriers such as poor academic performance, lack of confidence, and additional learning needs (ALN). The inclusion of practical, skills-based learning is particularly relevant, as research suggests that vocational training enhances engagement and employability for learners who struggle in traditional academic settings.

On page 4, you discussed responding to the impact of COVID-19. While many have moved on, there are still individuals for whom lockdown and remote working continue to have lasting effects socially, educationally, and mentally. I felt this was a particularly important point, as these challenges remain significant for many people. Therefore, the curriculum is highly responsive to current educational challenges, including the impact of COVID-19 on disengagement and learning loss. The focus on community-based education aligns with Welsh Government priorities and offers a valuable means of addressing local skills shortages. Overall, the rationale effectively justifies the curriculum's relevance and necessity, demonstrating its potential to support disengaged learners and improve their educational and employment outcomes.

The program runs from 10:00 AM to 1:30 PM, and as a single parent, I truly appreciate this schedule. Many parents in South Wales aspire to achieve their goals, but logistical challenges such as school drop-offs and pick-ups often prevent them from pursuing education or training opportunities. As a result, they can become trapped in NEET status. A schedule like this provides a much-needed opportunity for parents to engage in learning while still managing their caregiving responsibilities.

Hands-on and makes sure learners can 'replicate and adapt these techniques independently.' The program is highly interactive, ensuring that learners can actively engage and independently apply and modify the techniques they learn. It's a practical, skills-based class rather than a passive learning environment, making it particularly effective for those who struggle with traditional classroom settings. As you mentioned, the ability to adapt these skills is valuable, as woodworking has versatile applications both at home and in the workplace.

You mention that "learners might work collaboratively to complete a planter project," which is a great approach as it accommodates different needs and levels of confidence. This flexibility is particularly beneficial for individuals with Additional Learning Needs (ALN) or those who may feel uncertain about participating alone, perhaps even bringing a friend, support worker, carer, family member for support. Regardless of personal circumstances, the relaxed structure and adaptable elements create an inclusive and welcoming learning environment.

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 to the topic and the target learning group, effectively balancing theoretical teaching, delivery, and justification.

I particularly appreciated the strong focus on Wales and Welsh NEET students, which makes the curriculum feel relevant and tailored to its audience. The inclusion of the 'Welsh word of the day' is a brilliant idea it not only ties into the subject matter but also adds an engaging and interactive element at the start of each session, encouraging participation and language learning in a fun way. I can almost visualise the class with a student using the welsh word of the day within their English sentence.

The curriculum is designed to provide students with valuable training and qualifications in a more relaxed and accessible format than they may have previously encountered. The emphasis on confidence building is especially commendable. As stated, "gaining an accredited qualification boosts confidence," and this approach

ensures that learners of all backgrounds beyond just those with academic strengths can benefit.

The objective to equip learners with "foundational knowledge, practical skills, and confidence needed to transition from disengagement to further education or employment" is particularly important. Confidence is often overlooked in aims and objectives, but its inclusion here is refreshing and highly relevant. It is great to see a curriculum that not only imparts skills but also actively fosters **self-belief** and personal growth.

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

The proposed curriculum is well-structured to meet the needs of both the topic and the learners. It includes a diverse range of elements such as an introduction, Welsh word of the day, key word of the day, activities, assessment booklets, visual demonstrations, practical work, clean-up, and storage all of which contribute to a well-rounded and engaging learning experience.

The curriculum writer has clearly put significant thought into creating a safe and welcoming environment, ensuring that NEET learners feel comfortable and included. The emphasis on making learning enjoyable is particularly valuable too often, education overlooks the importance of fun and engagement. This approach fosters a positive atmosphere where students can relax, interact, and truly enjoy the learning process.

Teaching and assessment strategies are clearly outlined, with a strong theoretical foundation. The reference to Race (2020) and the "iterative processes of learning through 'doing,' 'receiving feedback,' and 'digesting'" aligns well with the needs of this learner group. The curriculum effectively supports both skill development and confidence-building, ensuring that learners are actively engaged in their progress.

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

Professional standards were clearly outlined and highly relevant to the curriculum design. The alignment with Agored Cymru's Health and Safety Basics criteria ensures that students gain an accredited qualification, adding value to their learning experience and enhancing their employability.

Benchmarking was effectively integrated, demonstrating a strong connection between the curriculum content and industry expectations. Additionally, the curriculum writer thoughtfully considered further skill development, incorporating elements such as digital tools, computer-aided design, sustainability, waste reduction, environmental awareness, and responsible citizenship. These aspects not only broaden students' skill sets but also prepare them for real-world opportunities, fostering a sense of practical application beyond the classroom. This curriculum takes a modern approach by incorporating topics such as environmental sustainability, which are becoming increasingly relevant and essential for the future.

By embedding these elements, the curriculum not only supports immediate learning outcomes but also equips students with the knowledge and skills needed for long-term success in education, employment and self-confidence.

Comments on the scheme of work that was designed.

The scheme of work was well-designed with inclusivity in mind, particularly in accommodating school run times, making it more accessible for parents.

The structured and meaningful progression pathway effectively supports disengaged learners, providing them with both practical skills and a sense of achievement. The inclusion of a Health and Safety certificate adds an extra layer of value, giving students a recognised qualification that can enhance their employability.

A standout feature is that learners create an end product to take home, reinforcing their sense of accomplishment. Beyond acquiring basic woodworking skills, they gain transferable knowledge that can be adapted to work or home projects even simple DIY tasks which helps build confidence in their own abilities and maybe create a need to want to be productive.

The curriculum creator also thoughtfully incorporated incremental skill development, holistic learning, and real world applications, ensuring the course is both engaging and practical for the target group.

Additionally, the scheme of work was well structured, with clear topics, aims and objectives, teaching strategies, assessment methods, and resources for each session. This level of detail ensures that if a teacher needed to step in at the last minute, they could easily follow the plan and deliver the session effectively.

Anything else that you would like to comment on?

I really appreciated how you incorporated Maslow's Hierarchy of Needs in a *modern* and practical way, addressing real-life barriers such as childcare, transport, stress, and family obligations. This makes the curriculum feel truly inclusive and responsive to the needs of the learners of 2025.

The inclusion of a clean up routine after sessions was another strong feature. As you pointed out, this not only encourages professionalism but also helps create a clear distinction between "home" and "work," which can be particularly beneficial for NEET learners who may struggle with structure and routine.

Expanding the curriculum's scope to include environmental sustainability was also a great decision, as it aligns with current and future job markets while promoting responsible citizenship.

Your references and lesson plans were well organised, making it easy for other teachers to step in and follow the course with minimal preparation. The PowerPoint presentations were particularly well-designed clear, engaging, and accessible. They struck the right balance between being informative and fun, avoiding overly academic language while incorporating Welsh language elements. I especially liked the interactive aspect where learners identify hazards in pictures; I found myself engaging with the task, which would likely make it an enjoyable and educational experience for students.

Finally, as someone with dyslexia, I initially misread "fostering community engagement and footfall" as "football." But after reflecting on the curriculum as a whole, I actually think adding an informal after-class football game could be a good idea. It would build community, encourage teamwork, and enhance inclusivity, especially given that the sessions are based in community spaces that are likely near parks or open areas. This could be a fun, low-pressure way to further engage learners outside the structured sessions.

Thank you for giving me the opportunity to read your curriculum it was truly my favourite. I was particularly impressed by the thoughtfulness and inclusivity woven throughout the design. The way you addressed the needs of NEET learners, incorporated real world applications, and created a structured yet flexible learning environment stood out to me. It is clear that a lot of care and effort went into making this curriculum practical, impactful, and enjoyable, and I can see how it would genuinely support learners in gaining confidence, skills, and qualifications. It was an

absolute pleasure to review, and I believe it has great potential to make a real difference.

Peer Review Feedback - Curriculum number: 13

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

Thank you for sharing your work and your creative approach to the topic. Your integration of storytelling and Hospitality into the curriculum was truly inspiring, and I greatly enjoyed reviewing it.

The curriculum offers a well-justified and comprehensive focus on its target audience, clearly identifying key roles within the hospitality industry, including hotel managers, front office personnel, marketing executives, and guest services coordinators, as well as postgraduate students in relevant fields. This thoughtful selection demonstrates an understanding of the diverse responsibilities and challenges faced by professionals across the sector. By tailoring the curriculum to meet the needs of various roles, the programme ensures its relevance and practical applicability, equipping learners with storytelling skills that enhance guest engagement, brand differentiation, and internal team cohesion. The emphasis on cultural competence and its integration into storytelling provides essential skills for professionals operating in an increasingly globalised industry. The justification effectively highlights how this diversity enriches learning, promotes collaboration, and mirrors real-world hospitality dynamics, further reinforcing the appropriateness of the target audience.

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

The curriculum's aims and objectives are perfectly selected to the topic and target audience. The focus on cultivating storytelling skills to enhance guest engagement, enrich customer experiences, and align with strategic business goals seems highly relevant to this sector. The curriculum ensures that learners acquire both subject-specific competencies and transferable skills.

The inclusion of culturally sensitive storytelling strategies further highlights the curriculum's commitment to inclusivity and its recognition of the diverse

demographics within the hospitality industry. The learning outcomes are structured to practical application, critical evaluation, and real-world relevance, making them highly appropriate for the professional and academic development of the target group.

Furthermore, the emphasis on leadership, internal communication, and team cohesion reflects an understanding of the broader organisational impact of storytelling. The curriculum effectively balances theoretical frameworks with experiential learning.

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

The curriculum is well-structured to meet the needs of both the topic and its diverse cohort. Weekly themes build on prior knowledge.

Interactive components, such as role-playing exercises, multimedia workshops, case studies, and collaborative projects, help learners apply theory to real-world situations. This practical approach suits hospitality professionals who benefit from hands-on, scenario-based learning.

Reflective journals, peer-led discussions, and formative assessments support continuous engagement and personal growth, essential for storytelling proficiency.

The strong focus on real-world applications ensures the curriculum is fit for purpose.

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

The curriculum effectively aligns with relevant professional standards and benchmarking statements. It integrates the UK Professional Standards Framework, particularly Descriptor 2, ensuring engagement with key professional values and core knowledge domains. The alignment with hospitality industry bodies such as the IoH and the AHLEI strengthens its credibility and relevance.

The incorporation of the QAA Subject Benchmark Statement ensures academic rigor and industry applicability. The curriculum's emphasis on global competencies, cross-cultural narratives and sustainability, as outlined by the World Tourism Organisation, further enhancing its relevance in an international context. The entire approach is

well rounded demonstrating a strong commitment to meeting both national and international professional standards.

Comments on the scheme of work that was designed.

The scheme of work and curriculum designed is practically flawless. It is well structured, clear, comprehensive, and effectively aligned with the curriculum's aims and objectives. It shows both clarity and practicality.

Anything else that you would like to comment on?

The introduction page is creative, well-presented and professional; very much aligned with the topic.

The curriculum is clearly structured, with a well-organised content page. Everything was well organised and practically perfect.

However, I was not able to access the appendix - it may have been removed at some point!

Peer Review Feedback - Curriculum number: 14

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

Thank you for sharing your work on creating a mindfulness curriculum for healthcare workers. Your thoughtful approach to supporting their well-being in a high-pressure environment is commendable. The integration of mindfulness techniques tailored to their unique challenges demonstrates a deep understanding of their needs. I appreciate the effort you put into making the curriculum accessible, flexible, inclusive and diverse.

Designed to address burnout, stress, and mental health challenges faced by healthcare workers, this curriculum offers a practical solution to the pressures of the healthcare sector.

While there are many mindfulness courses available, this program has been created to directly meet the specific needs of healthcare professionals. It has been developed

with a focus on immediate, practical application within their demanding work environments, reflecting a modern approach to healthcare.

Significant thought has been given to ensuring the curriculum is both accessible and inclusive, making it adaptable for a diverse range of learners healthcare brings.

However, while terms such as "transferable skills," "subject-specific," and "evidence-based" are frequently mentioned, there is a lack of clarity about what these concepts specifically entail. Providing more concrete examples would help the reader fully understand the curriculum's unique value and impact.

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

Page 5: Program components, the curriculum writer wanted to provide the course participants a 'holistic approach to mindfulness training'. The writer has clearly outlined the learner group and why this topic is needed for well-being.

The learning outcomes included what would be expected in a 'normal' mindfulness class e.g. "core principles and scientific foundations of mindfulness....self-awareness, regulation, techniques".

Where these learning outcomes are different might be in the last two objectives of:

"Enhancing focus, attention, and compassion in professional practice.

Cultivating long-term mindfulness habits for sustainable personal and professional growth."

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

Page 3 "By leveraging technology effectively, the curriculum ensures inclusivity and accessibility, meeting the diverse needs of healthcare workers across different roles and locations"

The programme is thoughtfully designed to accommodate the demanding schedules of healthcare professionals who often work irregular and unpredictable shifts. By offering sessions at non-traditional times, it ensures accessibility for those who may struggle to participate in conventional learning hours.

Additionally, the programme leverages technology to enhance flexibility and inclusivity. Online platforms and digital tools enable sessions to be geographically

inclusive, allowing participants to join from various locations without the need for travel. The use of asynchronous learning options ensures that students can access materials, recordings, and resources at their convenience, accommodating unexpected absences or changes in work schedules.

This adaptability not only supports professionals in balancing work and study but also promotes greater participation by reducing barriers related to time and location. The integration of technology ensures the programme remains responsive to the unique needs of healthcare professionals, fostering an environment of inclusivity and support for lifelong learning.

The programme thoroughly addressed inclusivity to accommodate the diverse needs of its student demographic, work patterns, visual and hearing impaired. It also considers students with varying levels of technological proficiency, providing additional support for those who are less familiar with digital tools.

There is a collaborative discussion forum which could have been explored in greater detail.

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

On Page 6, Section 1, significant attention (spanning five pages) was dedicated to the Welsh FE Professional Standards.

Key aspects included:

Extensive discussion of the Welsh FE Professional Standards.

Provision of course materials in both English and Welsh to ensure inclusivity and support bilingualism.

Consideration of inclusivity, equity, and diversity throughout the curriculum.

Language considerations to align with the government's commitment to promoting the Welsh language and other language barriers.

Accessibility and flexibility in course design, ensuring it meets diverse learner needs and in specific the needs of healthcare workers who may work odd shifts, may need to access online.

Collaboration and alignment with NHS standards and frameworks, ensuring relevance and coherence with professional benchmarks.

This demonstrates a strong commitment from the curriculum creator to integrating professional standards and foster an inclusive and accessible curriculum.

Comments on the scheme of work that was designed.

Page 5 “Despite the well-documented benefits of mindfulness practices, there remains a gap in integrating structured mindfulness training into professional development programmes for healthcare staff.” Maybe the writer could include what the gap is? why there is a gap? And how your curriculum is going to fill it.

As someone who practices mindfulness, and I have also been on a 10 week MBSR course, silent weekends, and mindfulness retreats; I would have liked to see how this was different? What was different that it was tailored to healthcare workers, how does it help with burnout, how does it help when they have 5 screaming patients, 50 jobs to do and not a doctor to be seen? What do the healthcare workers do with Mindfulness in these situations.

The most informative aspect of the curriculum was the inclusion of the writer's resources at the end. It would have been helpful to see these earlier in the document, as this would provide better context for understanding what was being taught and how it benefits healthcare workers. Presenting these resources upfront could enhance the clarity and impact of the curriculum.

Anything else that you would like to comment on?

The first 5 references on the reference list were missing a bit of information. All recommended readings for students were also missing reference information; the writer may wish to complete these.

Your reading and reference list featured highly relevant and significant works in the field of mindfulness practice.

On pages 2-3, the writer discussed a Learner Management System (LMS), but there was no reference provided. I was not familiar with this concept and would have appreciated more detail or a reference to better understand it.

You showed lessons one and two in the appendix, which seemed to be standard mindfulness practices, I would have rather seen the later lessons as these are the lessons that would have been more directly related to healthcare workers.

Thank you for letting me read your curriculum you obviously care deeply about the needs of those who work around you, their wellbeing and keeping the healthcare workforce strong both physically and mentally using mindfulness. What I appreciated most was the seamless integration of diversity, equity, and inclusion throughout every aspect of the curriculum.