

# Peer curriculum review

The 'curriculum' can be reviewed at programme level, but also at module level.

## Peer curriculum review can:

- Raise the likelihood of collaborative and joined-up development of a programme
- Lead to more productive outcomes and enhancements
- Help make the best use of colleagues' time



## PREPARATION:

Can be as simple as sharing module overviews and providing access to teaching materials.



## TIMING:

A curriculum can be peer reviewed before, while or after it runs. Consider how this will affect implementation of changes.



## PEOPLE:

Even for single module reviews, involving several colleagues enables a richer view.



## EQUIPMENT:

Programme specs; module overviews; sample materials; student and staff feedback.

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## INTRODUCTION

Full review of a programme is important for quality assurance and enhancement, but can be resource heavy and time-consuming, and tends only to occur periodically (typically every three years).

Smaller scale and more regular peer review of curriculum can enable a more agile and responsive approach to your course design and teaching.

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## START AT THE END

Working with programme colleagues, revisit the learning outcomes for the module(s):

- What should students know, value and be able to do by completion?
- Do these aims need to be revised?
- Do your assessments, course narrative and individual sessions build towards these module aims (**constructive alignment**)?
- What might need to change? Why?

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## LENSES

Revisit your curriculum through different lenses. Together, ask how far is the curriculum:

- **Inclusive?** What and whose knowledges are privileged? Whose voices are occluded?
- **Accessible?** Might a more diverse student cohort require revised assessments, tasks and/or delivery?
- **Employability linked?** Can you emphasise or develop the transferable knowledge and skills in the course more fully?

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## ANALYSE

With colleagues teaching the same programme, revisit your course in the context of the wider curriculum:

- What part does your module play in developing the knowledge and practice of the discipline?
- Are there repetitions, overlaps, conflicts or synergies?
- Do module(s) work together to realise desired programme outcomes?
- What changes might be needed as a result?

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## PROGRESSION

Does the current ordering of modules still realise programme aims? Should a module now be moved, e.g., to enable an assessment task to serve as preparation for a later, higher-stakes assignment? Consider such questions both within and across terms / years of study.

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## ENACTMENT

Compare the structuring of your module(s) with that of a colleague or two. What principles guide their / your choice of content, and how is this sequenced? What are students asked to do before, during and after class? Why? What might the effects of making changes be for your course?

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## OPTIONS

Consider enriching your peer curriculum review process with other perspectives. For example, draw fresh inspiration from the module narratives, designs and assessments of close colleagues. Perhaps also experiment with peer review involving colleagues from other disciplines.

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## FURTHER INFORMATION

