# Applying for promotion

# Does Curriculum Count - Transcript

Suppose like Robin you're working on curriculum issues, one of the aspects of evidence of that would be, are there any outputs, are there any things that came out of it that other people would verify that you did. So if somebody says yes, your Head of School says yes Robin wrote this curriculum for this subject and that's helpful, that's an output but it's not peer-reviewed, it's a thing, and that might count either as service to the University inside or if we could find a way to get it peer reviewed or to get it evaluated, you might be able to count it as service and as a contribution in terms of your teaching. So some things can count twice in a sense or in two different categories.

So in some fields there are actual curriculum evaluation methods so in the accreditation of some fields people come in and look at the courses and look at subjects, and the comments of your accreditors about your subject or your course if you've done that are going to be considered evidence of peer review. That's a kind of externality, it's a quality check.

For the people who are in the graduate certificate who are developing curriculum, we are for those students who are in the graduate certificate who do that as one of their independent projects, we then hire an external blind reviewer who is an expert in that field and get their review of that. So when that person comes back and gives feedback, once they have said yes we think this meets the appropriate level, the standard, then that person finishes that subject in essence in the graduate certificate and they have documentation that they have been reviewed externally by an expert and that person has said, I think this is exemplary or satisfactory or so forth. So they have peer review of those sorts of projects. That's fairly rare but it can be done.

So the other kind of evidence you might have is evidence once the subject let's say is put into teaching practice, you will have some evidence of least students responses to it through the student feedback on subjects and that's one of the places you can do that. Whether you want to use that as evidence of your curriculum development or whether you want to use it as evidence of the contributions in service is one of those things you have to decide. And again those decisions about where to put these border cases will probably be made by you and your internal, the people who are advising you, based on the power of the evidence that you have in other categories.