

Riya Kapoor

Curriculum Developer · FICTIONAL SAMPLE
Chennai, India

Skills

curriculum mapping

Applied to skills curriculum map through documented preparation, execution and review.

learning progression

Applied to modular course framework through documented preparation, execution and review.

assessment alignment

Applied to curriculum quality review through documented preparation, execution and review.

content development

Applied to skills curriculum map through documented preparation, execution and review.

educator consultation

Applied to modular course framework through documented preparation, execution and review.

resource planning

Applied to curriculum quality review through documented preparation, execution and review.

review facilitation

Applied to skills curriculum map through documented preparation, execution and review.

documentation

Applied to modular course framework through documented preparation, execution and review.

Summary

Fictional demonstration candidate. All employers, education, projects, achievements and outcomes are illustrative and unverified. Not a real application or licence record. Curriculum Developer with an illustrative 13-year career in adult learning, capability development and educational design. Combines curriculum mapping, learning progression, assessment alignment with disciplined documentation, practical coordination and clear communication. The sample career progresses from focused execution to independent workstream ownership, with responsibilities and boundaries described for each appointment. Selected work includes skills curriculum map, modular course framework and curriculum quality review. These examples explain the original problem, individual contribution, deliverables, review approach and remaining limitations rather than relying on unsupported headline claims. Prepared for experienced curriculum developer opportunities requiring dependable delivery, thoughtful professional judgement and collaboration. The qualification narrative includes Master's in Curriculum Studies. Every named organisation and outcome in this record is fictional; professional eligibility is not independently established. Turn a clear brief into dependable adult learning, capability development and educational design work: understand the context, apply curriculum mapping and learning progression, record the evidence and explain the limitations before handover.

Experience

Curriculum Developer - Meridian Learning Services (fictional)

2022-07 - Present

Independent ownership of scoped curriculum developer work, coordinating contributors and making review requirements explicit. Includes the first two selected work examples. Aligned progression and prerequisite relationships. Created reusable outcomes and assessment structures. Led brief clarification and prioritised work using curriculum mapping, learning progression and assessment alignment. Raised unresolved constraints before committing to the next stage. Coordinated peer reviews and handover preparation; used a needs analysis and learning objectives to distinguish completed work, assumptions and follow-up needs. Supported colleagues with practical examples of content development and maintained a concise learning record after important assignments. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Senior Curriculum Developer - Northline Learning Services (fictional)

2018-07 - 2022-06

Owned defined assignments and supported cross-functional coordination. Developed deeper practice in assessment alignment and content development. Introduced evidence-based criteria and change logs. Translated incoming requirements into a sequenced plan and aligned responsibilities with the project or service owner. Applied educator consultation and resource planning to resolve delivery questions while maintaining source and

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Certifications

Adult learning design workshop

Meridian Professional Learning Studio (fictional) 2023 continuing learning - not a licence or certification Curriculum mapping and content development in the context of curriculum developer work. Used reflective exercises and a bounded practice example related to skills curriculum map.

Facilitation practice lab

Meridian Professional Learning Studio (fictional) 2024 continuing learning - not a licence or certification Learning progression and educator consultation in the context of curriculum developer work. Used reflective exercises and a bounded practice example related to modular course framework.

Learning assessment studio

Meridian Professional Learning Studio (fictional) 2025 continuing learning - not a licence or certification Assessment alignment and resource planning in the context of curriculum developer work. Used reflective exercises and a bounded practice example related to curriculum quality review.

Languages

English

professional working - fictional sample

decision notes. Introduced reusable working documents and reviewed exceptions with the responsible specialist rather than silently changing scope. Prepared a assessment and learner feedback review so the next team could understand the work and remaining questions. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Curriculum Developer - Cedarbridge Learning Services (fictional)

2015-07 - 2018-06

Progressed from supported tasks to independently managed assignments, with review available for unfamiliar or higher-risk decisions. Handled recurring work involving curriculum mapping and learning progression using a documented preparation and review process. Supported modular course framework by organising inputs, maintaining issue notes and incorporating reviewer feedback. Coordinated colleagues and internal stakeholders using concise status updates, clear questions and agreed next steps. Improved record consistency through review facilitation and documented handover expectations. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Assistant Curriculum Developer - Cedarbridge Learning Services (fictional)

2013-07 - 2015-06

Built practical foundations through supervised assignments, routine documentation and feedback from experienced colleagues. Assisted with curriculum mapping and assessment alignment within an agreed scope and escalated unfamiliar work. Prepared inputs and checked completeness before passing work to the responsible reviewer. Maintained task records and learned to communicate assumptions, constraints and observed problems clearly. Applied review feedback to subsequent assignments and developed a dependable working routine. Illustrative career responsibilities. Employer confirmation and underlying work records are not supplied.

Education

Master's in Curriculum Studies - Asterbridge Institute of Professional Studies (fictional institution)

2011-07 - 2013-05

completed - fictional record curriculum mapping learning progression content development Specialist study on skills curriculum map; an illustrative learning project, not a published result.

Bachelor's in Education - Cedarhaven College of Applied Studies (fictional institution)

2008-07 - 2011-05

completed - fictional record assessment alignment educator consultation resource planning Applied coursework in curriculum mapping, documentation and reviewed practical assignments.

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Hindi

professional working -
fictional sample

Projects

Skills curriculum map

Fictional internal work programme in adult learning, capability development and educational design; not a real client case study. Problem: Modules repeated content and left important gaps. Objective: Create a workable response to this issue through curriculum mapping, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Curriculum Developer; owned the stated workstream, not the full organisation or every collaborator contribution. Aligned progression and prerequisite relationships. Prepared the scope with the commissioning team, identified unresolved inputs and used curriculum mapping to turn the brief into a sequenced work package. Applied learning progression and assessment alignment while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed. Methods: curriculum mapping; learning progression; assessment alignment; content development Deliverables: Skills curriculum map - scoped brief; Skills curriculum map - reviewed working package; Skills curriculum map - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a needs analysis and learning objectives and a named human reviewer. Illustrative outcome: the team adopted a repeatable approach for skills curriculum map, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed. No underlying client documents, independently verified measurements or signed approval records are attached.

Modular course framework

Fictional internal work programme in adult learning, capability development and educational design; not a real client case study. Problem: Teams needed adaptable programmes without losing coherence. Objective: Create a workable response to this issue through learning progression, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Curriculum Developer; owned the stated workstream, not the full organisation or every collaborator contribution. Created reusable outcomes and assessment structures. Prepared the scope with the commissioning team, identified unresolved inputs and used assessment alignment to turn the brief into a sequenced work package. Applied content development and educator consultation while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed.

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Methods: learning progression; assessment alignment; content development; educator consultation Deliverables: Modular course framework - scoped brief; Modular course framework - reviewed working package; Modular course framework - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a facilitator or curriculum package and a named human reviewer. Illustrative outcome: the team adopted a repeatable approach for modular course framework, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed. No underlying client documents, independently verified measurements or signed approval records are attached.

Curriculum quality review

Fictional internal work programme in adult learning, capability development and educational design; not a real client case study. Problem: Revisions lacked a consistent review method. Objective: Create a workable response to this issue through assessment alignment, explicit review criteria and practical documentation. Agree the boundaries before execution and retain unresolved points for follow-up. Curriculum Developer; owned the stated workstream, not the full organisation or every collaborator contribution. Introduced evidence-based criteria and change logs. Prepared the scope with the commissioning team, identified unresolved inputs and used educator consultation to turn the brief into a sequenced work package. Applied resource planning and review facilitation while coordinating reviews with the designated owner. Kept decision notes so collaborators could separate facts, assumptions and changes. Assembled the handover material, explained open limitations and agreed which items needed further review rather than presenting them as completed. Methods: assessment alignment; content development; educator consultation; resource planning Deliverables: Curriculum quality review - scoped brief; Curriculum quality review - reviewed working package; Curriculum quality review - handover and learning summary Review: Reviewed the scoped output against the agreed brief, recorded exceptions and checked that key conclusions could be traced to observations. The review package calls for a assessment and learner feedback review and a named human reviewer. Illustrative outcome: the team adopted a repeatable approach for curriculum quality review, with clearer ownership and reviewable records. This is a fictional qualitative result; no real performance measurement or external acceptance evidence is supplied. Limitations: Synthetic demonstration only. Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed. No underlying client documents, independently verified measurements or signed approval records are attached.

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📄 Achievements

Skills curriculum map

Aligned progression and prerequisite relationships. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

Modular course framework

Created reusable outcomes and assessment structures. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

Curriculum quality review

Introduced evidence-based criteria and change logs. The achievement is the described workstream contribution; independent outcome evidence is not supplied.

