



RIYA KAPOOR

Curriculum Developer

curriculum mapping, learning progression, assessment alignment

Chennai, India | riya.kapoor@example.com | ROLE 23-04

FICTIONAL SAMPLE - all employers, qualifications and outcomes are illustrative and unverified.

EXECUTIVE SUMMARY

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.

AT A GLANCE

13 years ILLUSTRATIVE CAREER	4 CAREER APPOINTMENTS	3 WORK EXAMPLES	2 EDUCATION RECORDS
--	---	---------------------------------------	---

CORE COMPETENCIES

- curriculum mapping / learning progression
- assessment alignment / content development
- educator consultation / resource planning
- review facilitation / documentation

PROFESSIONAL MISSION

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.

Career family: Professional Training & Learning | Snapshot: 2026-09-22

PROFESSIONAL EXPERIENCE / RECENT

Curriculum Developer

Meridian Learning Services (fictional)

Jul 2022 - Present | Chennai, India

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)

Jul 2018 - Jun 2022 | Chennai, India

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 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.

PROFESSIONAL WORKING PRINCIPLES

- Identify the target performance and learner context before choosing a training format.
- Use practice, feedback and clear assessment criteria instead of attendance-only claims.
- Document accessibility, facilitator instructions and limits of observed learning evidence.

PROFESSIONAL EXPERIENCE / EARLIER

Curriculum Developer

Cedarbridge Learning Services (fictional)

Jul 2015 - Jun 2018 | Chennai, India

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)

Jul 2013 - Jun 2015 | Chennai, India

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.

SELECTED CONTRIBUTIONS

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.

SELECTED WORK / 01

Skills curriculum map

P1 | Jan 2023 - Jun 2023 | FICTIONAL WORK EXAMPLE

Context. 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.

Contribution and ownership. 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.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

SPECIALIST PRACTICE

Learning claims

The sample focuses on curriculum mapping, learning progression, assessment alignment. Approvals, supervision and specialist input are identified in each work package; work outside this scope is referred to the designated responsible person.

Peer learning and practical guidance. Created short examples on curriculum mapping and content development for colleagues. Separated personal preferences from agreed team procedures and recorded useful questions.

Review and handover discipline. Facilitated practical reviews of modular course framework, ensuring that unresolved issues retained a named owner rather than disappearing from final presentations.

Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed.

SELECTED WORK / 02 AND 03

Modular course framework

P2 | Jan 2024 - Jun 2024 | Meridian Learning Services (fictional)

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.

Ownership. 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.

Methods. learning progression / assessment alignment / content development / educator consultation

Delivered. Modular course framework - scoped brief; Modular course framework - reviewed working package; Modular course framework - handover and learning summary

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.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

Curriculum quality review

P3 | Jan 2019 - Jun 2019 | Northline Learning Services (fictional)

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.

Ownership. 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

Delivered. Curriculum quality review - scoped brief; Curriculum quality review - reviewed working package; Curriculum quality review - handover and learning summary

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.

Suggested evidence (not supplied): needs analysis and learning objectives; facilitator or curriculum package; assessment and learner feedback review.

EDUCATION AND SPECIALIST LEARNING

Master's in Curriculum Studies

Asterbridge Institute of Professional Studies (fictional institution)
Jul 2011 - May 2013 | completed - fictional record
Focus: 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)
Jul 2008 - May 2011 | completed - fictional record
Focus: assessment alignment, educator consultation, resource planning. Applied coursework in curriculum mapping, documentation and reviewed practical assignments.

CONTINUING PROFESSIONAL DEVELOPMENT

Adult learning design workshop (2023). 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 (2024). 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 (2025). 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.
Provider for these illustrative learning records: Meridian Professional Learning Studio (fictional). Not a licence or certification.

LANGUAGES AND WORKING PREFERENCES

English and Hindi - professional working proficiency in this fictional record.
Work arrangement: onsite or hybrid by role requirements. Relocation: open to discussion - sample preference.
Availability: not confirmed; discuss before an interview.

CREDENTIAL AND EVIDENCE STATUS

Learner groups and results are synthetic; no real accreditation, certification outcome or employment guarantee is claimed.
Synthetic qualification and institution names illustrate profile fields only; they are not a validated qualification route or recognised accreditation claim.
No real referee, endorsement, award, publication, membership or licence is supplied.

Use for templates, product demonstrations and test data only. Replace fictional claims and remove the demo label only after approval of real candidate information.

Contact placeholder: riya.kapoor@example.com. No phone, live profile URL or verified reference is supplied.

Complete machine-readable data: [profile.json](#). Interactive companion: [portfolio.html](#). Reference CV used for structure only; this is not Ajay Prajapat's biography.