

# Curriculum Shape

Briefing pack for redesign process



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## Welcome to Curriculum Shape

Curriculum Shape is a two-year, university-wide initiative to align all programmes with the **Greenwich Curriculum Framework** (GCF) and the updated Assessment and Feedback Policy. As part of this project, we are also introducing a new **Curriculum Management Tool** (CMT) that will digitise and streamline quality assurance processes. In parallel, we have revised our programme approval and validation processes to ensure a more efficient and programmatic approach.

### Why This Matters

Programme redesign is at the heart of Curriculum Shape. We are taking a collaborative and collegiate approach to support colleagues throughout the redesign process. This is a valuable opportunity to enhance our academic offering and improve the student experience.

### Greenwich Curriculum Framework (GCF)

The GCF supports our 2030 Strategy - *This is Our Time* - and underpins our commitment to delivering Education Without Boundaries. We aim to design learning and teaching that helps all students thrive, by supporting achievement because of, not despite, their diverse backgrounds.

The GCF is built around three pillars:

- Impactful curricula
- Collaborative curricula
- Inclusive curricula

It applies to all undergraduate and postgraduate taught programmes, including apprenticeships.

The framework is designed to:

- Promote student-centred learning, with consistent structures and scaffolded development
- Support equality and social mobility through inclusive education
- Enable outstanding systems and services that deliver strong student outcomes

Our updated Graduate Attributes ensure students are prepared for life and work.

Graduates of Greenwich will be:

- Impactful and ethical agents of change (GA1)

- Active knowledge producers and practitioners (GA2)
- Competent and capable professionals (GA3)
- Real-world problem solvers (GA4)

To support these aims, we will introduce:

- A consistent first-year structure with core modules to create a solid foundation for all students
- Fewer concurrent modules, allowing students to focus on learning priorities
- Scaffolded learning and assessment across each programme, aligned with academic and digital skill development

The full Greenwich Curriculum Framework and new Assessment and Feedback Policy are available at the following links:

[Greenwich Curriculum Framework | Documents | University of Greenwich](#)

[Our new Assessment and Feedback Policy | Articles | University of Greenwich](#)

## Supporting Implementation

We are committed to supporting programme teams through every step of implementation. This includes:

- A structured, collaborative approach to programme and module design
- Clear guidance, resources, and tools available via synchronously and asynchronously via Moodle and dedicated Microsoft Teams
- A phased implementation schedule across academic years 2025/26 and 2026/27, enabling programme teams to work individually and/or in groups to facilitate cross-pollination
- A new Curriculum Management Tool that will support the building and design of programmes and modules, and management thereafter.

## Looking Ahead

Curriculum Shape is a bold and ambitious project — and a powerful opportunity to shape the future of education at Greenwich. With the right support and collaborative effort, we can deliver a curriculum that reflects the best of who we are as educators and meets the needs of our students, now and into the future.

## Where to find the GCF and AFP & supporting resources

The Curriculum Shape webpage, accessed via the Portal is the main source of information, updates and documents about the project [Curriculum Shape | University of Greenwich](#)

The Curriculum Shape Moodle Resource Hub provides presentations, videos and infographics to guide your (re)design work. It includes:

- Training materials for learning outcomes and programme alignment, and assessment design for your programme
- Thematic resources on embedding employability, wellbeing & inclusivity, real-world problems, and academic & digital skills

[Access the Curriculum Shape Moodle Resource Hub](#)

In addition to the above, each programme will be provided with:

- A dedicated Microsoft Teams space for streamlined communication and direct support from the Curriculum Shape Team.
- A centralised document folder within Teams, containing all relevant programme documentation for easy access in one location.
- An interactive workspace (Loop page), accessible via Teams, to help programme teams monitor and track their progress collaboratively.
- A dedicated Curriculum Designer and Quality Officer to support with design and implementation.
- CMT training support and resources

## Team, contact details, and the support you can expect from team

The contact details of the core team can be found below.

Vanessa Lemm, Project Sponsor

Jenny Marie, Project Owner

Louise Woodcock, Project Lead

Kate Farrow, Project Manager

Nowshin Iva, Project Officer

Jenny Stevens, Project Assistant

Silvia Colaiacomo, Lead Curriculum Designer

Alice Grayston & Peter Board, Quality Assurance Leads

Annabel Crowley, Barry Matthews, David Klaasen, Namra Mansoor, **Curriculum Designers**

Loredana Ena, Ian Higgins, May Okuyiga, Clair Course, Gillian Potter, Emma Collyer, Ruby Duong, Marisa Bartoli, Jennifer Reeve, **Quality Officers**

Lekha Kandasamy, Petra Palkovacsova, Quam Sulaiman, Sodiq Lawal, **Graduate Interns**

Dave Hockham, Academic Lead for Employability

Nevin Mehmet, Academic Lead for Wellbeing in the Curriculum

Tracey Reynolds, Academic Lead for Real World Problems

Sharon Perera, Embedding academic & digital skills into the curriculum

Ele Moreno, Embedding employability into the curriculum

Rachel George, and Shapna Compton, Embedding wellbeing into the curriculum

Simon Goldsmith, Embedding real-world problems into the curriculum

**Project email address:**[curriculumshape@greenwich.ac.uk](mailto:curriculumshape@greenwich.ac.uk)

You will be able to contact your dedicated curriculum designer and quality assurance officer via Microsoft Teams

## Run through of the process

The programme redesign process takes place over 5 to 6 months and is divided into two key phases:

### 1. Design Phase

Focus:

Reshaping programmes and modules in line with the Greenwich Curriculum Framework (GCF).

#### 1. Initial Preparation and Pre Design Activities

A) Q&A session:  
Before the redesign begins, each programme attend a Q&A session to meet their assigned Curriculum Designer (CD) and Quality Assurance (QO) Officer, who will support them throughout and to ask for questions and clarification around the process. The key pillars of

B) Preparation activities:  
Programmes are required to complete a set of mapping activities ahead of Design Day 1. To facilitate the process, they are provided with an initial checklist listing all the actions needing to be completed at this stage. These activities form the foundation of the redesign process and must be completed on time. They allow

<p>the GCF as well as the documentation and systems are presented and discussed.</p>	<p>programmes to familiarise themselves with the new framework and identify key areas for redesign. The mapping activities are listed in the programme mapping document available on the programme's dedicated Microsoft Teams</p>
<p><b>2. Design Day 1 and ongoing design work</b></p>	
<p>A. Design Day 1 is a structured workshop focusing on:</p> <ul style="list-style-type: none"> <li>• New programme structure (credit framework)</li> <li>• Module alignment</li> <li>• Embedding the key elements of the Curriculum Framework</li> <li>• Requesting deviations or derogations from the frameworks or regulations.</li> </ul> <p>B. Assessment design workshop:</p> <ul style="list-style-type: none"> <li>• Assessment planning at programme level</li> </ul> <p>C. Curriculum Management Tool dedicated training</p>	<p>D. Ongoing Design Work following scheduled design and training sessions is supported through:</p> <ul style="list-style-type: none"> <li>• Drop-in sessions</li> <li>• 1:1 discussions (via Teams or calls)</li> <li>• Independent work and online resources (Teams, Moodle)</li> </ul>
<p><b>3. Design Review</b></p>	
<p>Once initial documents are complete (Creating academic items in CMT, Programme Offering Structure Template, Mapping Document, and relevant sections of Curriculum Design Document), they undergo a desk-based review by:</p> <ul style="list-style-type: none"> <li>• Head of School (of nominee)</li> <li>• Curriculum Designer (CD)</li> <li>• QA Officer (QO)</li> <li>• The Head of School will be required to sign off the initial documentation before this can be reviewed by the CD and QO.</li> </ul>	
<p><b>4. Design Day 2 and Post Design Support</b></p>	

<p>A. A deep-dive workshop led by subject-matter experts, focusing on:</p> <ul style="list-style-type: none"> <li>• Reflection emerging from the design review</li> <li>• Specific themes of the framework</li> </ul> <p>B. Documentation and CMT finalisation</p> <ul style="list-style-type: none"> <li>• Finalising module specifications and assessment design at a detailed level on Curriculum Management Tool</li> <li>• Finalising the CDD (all sections)</li> </ul>	<p>C. Ongoing Design Work following Design Day 2 is supported through:</p> <ul style="list-style-type: none"> <li>• Drop-in sessions</li> <li>• 1:1 discussions (via Teams or calls)</li> <li>• Independent work and online resources (Teams, Moodle)</li> </ul>
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## 2. Validation Phase

<p>Focus:</p> <p>Finalising and submitting documentation for approval.</p>		
<p>A. Submission of:</p> <ul style="list-style-type: none"> <li>• Finalised documentation in teams – Programme Offering Structure Template, Curriculum Design Document, finalised mapping document</li> <li>• Complete all academic items and mapping in CMT, attach the documentation above.</li> </ul>	<p>B. Validation Event is held where:</p> <ul style="list-style-type: none"> <li>• Faculties present their redesign</li> <li>• The panel engages in Q&amp;A</li> </ul>	<p>C. Final Ratification:</p> <p>Following the event, documentation is submitted to PPMC (Programmes and Partnerships Management Committee) for ratification.</p>

## Tools, Documents and Resources

- All documentation is stored in a dedicated Teams folder for each programme, enabling real-time access, updates, and sharing.
- Support is provided through a mix of:
  - Synchronous sessions (workshops, drop-ins)
  - Asynchronous support (Teams, dedicated programme page, Moodle resources)

The slides available at the link below offer a visualisation of the entire process. We suggest that you familiarise yourself with them and attend the Q&A session for your programme to ask any additional questions or clarification you may need

[End to end process.pptx](#)

### 3. Implementation

After successful revalidation, the standard approach for implementation will be phased-in (one stage at the time, i.e. starting with new incoming students). However, the decision regarding implementation sits with Deputy Deans. Specific needs for a multistage approach (all stages at once, or other multiple stages) will need to be discussed at the start of the redesign process. Decisions on the approach should be guided by the implications, impact and benefits or detriments for students.

#### Use of Curriculum Management Tool to document programme/module specifications

The Curriculum Management Tool (CMT) will be used to design, structure, and validate new programmes being developed under Curriculum Shape. The Curriculum Management Tool allows users to create programmes, modules, foundations, and specialisms within the CMT, as well as facilitating the mapping of programme and module learning outcomes with assessments.

The Curriculum Management Tool training will cover the creation of programme information, structuring programmes, mapping learning outcomes and assessments, and the progression stages of a programme from design to validation.

For more information on the Curriculum Management Tool, please refer to the Curriculum Management Tool webpages: [Curriculum Management | IT and Library Services | University of Greenwich](#)

## Expectations in terms of time commitment

The redesign process is structured into manageable phases, with each step focusing on specific aspects of your programme and the Greenwich Curriculum Framework. All documentation completed throughout the process — including preparation activities, Design Days, and follow-up work — will form part of the final validation submission, ensuring no duplication of effort.

### Time Commitment

The design phase involves approximately 50 hours of activity	The validation phase involves:
This includes: <ul style="list-style-type: none"><li>Participation in Design Days 1 and 2, Assessment design workshop and CMT training</li><li>Pre- and post-event tasks</li><li>Engagement with support and feedback</li><li>Engagement with CMT to complete curriculum design.</li></ul>	<ul style="list-style-type: none"><li>Submission of the final documentation</li></ul>

### Working at Pace

To meet the timeline for redesign and validation, programme teams will need to work at pace. If you have concerns about capacity, workload, or resource availability, please discuss this with your School leadership as early as possible. Permission to change tranche can only be granted by the DVC and Provost and will only be granted in exceptional circumstances.

### Role expectations

#### Programme Leader Role

The Programme Leader serves as the main point of contact for all redesign activity. While programme teams are encouraged to collaborate and divide tasks as appropriate, the Programme Leader is responsible for:

- Coordinating the team's engagement and having oversight of assessment and constituent module design to ensure programme level coherence.
- Ensuring timely completion of activities
- Managing communication with the Curriculum Shape (CS) team
- Submitting required documentation

## Team Engagement and Expectations

- The CS team are available throughout the process to offer support, answer questions, provide feedback, and guide teams. The CD and QO are the key points of contact throughout the process
- Full and early engagement from programme teams is essential. Given the tight timelines and scale of the redesign, success depends on active, committed participation.
- While the process allows for some flexibility in how teams approach their work, all key milestones, activities, and documentation requirements must be met.

## Managing Challenges

- The CS team cannot reschedule workshops or extend deadlines.
- If a programme anticipates difficulty meeting the redesign schedule, this must be raised as early as possible with senior colleagues within the School or Faculty.
- Faculties are equipped and ready to support teams with capacity or resourcing concerns, but delays must be flagged in good time.

## Timeline

The Curriculum Shape programme is being delivered in structured phases to support the redesign and approval of all taught programmes:

- Pilot: April 2025 – September 2026
- Tranche 1: October 2025 – September 2026/27
- Tranche 2: February 2026 – September 2027
- Tranche 3: October 2026 – September 2027/28
- Tranche 4: February 2027 – September 2028

## Benefits of Curriculum Shape for our staff

The Curriculum Shape project offers a significant opportunity to reimagine how we design and deliver our programmes.

This is not just a compliance exercise — it's a chance to embed innovative learning, teaching and assessment practices and explore alternative delivery models that may have been difficult to implement under normal circumstances.

The redesign process invites programme teams to reflect deeply on how best to strengthen connections between teaching, research, and employer and student engagement. As the framework requires substantial changes to credit structures, it opens space to redistribute learning time in ways that allow for deeper engagement with content and greater flexibility to support student learning.

For academic colleagues, this is a valuable opportunity to modernise practice, pilot new approaches, and bring teaching in line with the latest thinking in pedagogy and professional practice. The ideas and innovations developed through this process can spark wider collaboration across disciplines and schools, lead to case studies, support research outputs, and inspire contributions to conferences and sector discussions.

In short, Curriculum Shape is a catalyst for meaningful educational transformation, empowering teams to create richer, more relevant, and more engaging experiences for our students.