Curriculum Shape

Briefing pack for redesign process

UNIVERSITY OF GREENWICH

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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 Courseloop, a new Curriculum Management Tool 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 strong 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

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 provide examples for and 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.

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 Iwa, Project Officer
Silvia Colaiacomo, Lead Curriculum Designer
Alice Grayston & Peter Board, Quality Assurance Leads
Annabel Crowley, Barry Matthews, David Klaasen, Namra Mansoor, Curriculum Designers
Loredana Ena, Kathryn Holt, Ian Higgins, May Okuygia, 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

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

<table>
<tr><td colspan="2">Focus:

Reshaping programmes and modules in line with the Greenwich Curriculum Framework.</td></tr>
<tr><td colspan="2">1. Initial Preparation and Pre Design Activities</td></tr>
<tr><td>A) Q&A session:
Before the redesign begins, each programme attend a Q&A session to meet their assigned Curriculum Designer and Quality Assurance (QA) Officer, who will support them throughout and to ask for questions and clarification around the process. The key documentation and systems are presented and discussed.</td><td>B) Preparation activities:
Programmes are required to complete a set of mapping activities ahead of Design Day 1. These activities form the foundation of the redesign process and must be completed on time. They allow programmes to familiarise themselves with the new framework and identify key areas for redesign. The mapping activities are listed in the programme mapping document (Appendix 1) available on the programme's dedicated Microsoft Teams</td></tr>
<tr><td colspan="2">2. Design Day 1 and ongoing design work</td></tr>
<tr><td>A. Design Day 1 is a structured workshop focusing on:</td><td>B. Ongoing Design Work following Design Day 1 is supported through:
• Drop-in sessions</td></tr>
</table>

• New programme structure (credit framework) • Module alignment • High-level assessment planning • Embedding the key elements of the Curriculum Framework	• 1:1 discussions (via Teams or calls) • Independent work and online resources (Teams, Moodle)

3. Design Review

Once initial documents are complete (Programme Offering Structure Template, Mapping Document, and relevant sections of Curriculum Design Document), they undergo a desk-based review by:

- Curriculum Designer
- QA Officer
- External Examiner (EE)
- Head of School (or nominee)

4. Design Day 2 and Post Design Support

A. A deep-dive workshop led by subject-matter experts, focusing on: • Specific themes of the framework • Finalising module specifications and assessment design at a detailed level	B. Ongoing Design Work following Design Day 2 is supported through: • Drop-in sessions • 1:1 discussions (via Teams or calls) • Independent work and online resources (Teams, Moodle)

2. Validation Phase

Focus:

Finalising and submitting documentation for approval.

A. Submission of:	B. Validation Event/ A panel	C. Final Ratification:

• Finalised documentation • A short presentation to be delivered by the Head of School or relevant nominee	presentation is held where: • Programmes present their redesign • The panel engages in Q&A • An executive summary with feedback is prepared for PPMC	Following the event, documentation is submitted to PPMC (Programmes and Partnerships Management Committee) for ratification. Proposals will be presented to PPMC by Deputy Deans.

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 whole 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 Courseloop to document programme/module specifications

The CourseLoop curriculum management tool (CMT) will be used to design, structure, and validate new programmes being developed under Curriculum Shape. CourseLoop

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.

CourseLoop 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 CourseLoop, 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: • Participation in Design Days 1 and 2 • Pre- and post-event tasks • Engagement with support and feedback	• Submission of the final documentation • A presentation summarising the key programme changes and how the framework themes have been embedded

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 is available throughout the process to offer support, answer questions, provide feedback, and guide teams. The curriculum designer and QA officer 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 up 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.

Appendix 1 (Example of mapping document for UG programmes)

PREPARATION ACTIVITY – TO BE COMPLETED BEFORE THE WORKSHOP

Pre-Design Day 1 activity – Please complete one per programme/programme grouping if applicable

Activity 0

This pre-workshop activity is designed to help you map your current programme against the new curriculum framework.

It is important that you complete this activity in preparation for workshop 1 as your notes and thoughts will directly inform and plan the session in a way that is relevant to your needs. Also, it will allow you to come to workshop 1 with clearer expectations and understanding of the re-design process as it will encourage you to explore the new curriculum framework and its potential for programme enhancement.

Implementation factors

Is the programme currently PSRB validated?	Do you currently have shared modules on any other programme not in this grouping?	Do you have any specialism(s) under the same P number?	Implementation approach if different from phased-in

Your programme/Programme Group:

What is it about? What is the rationale of the programme?	Current strengths of the programme?	Areas for further development you can currently identify

What do you want to achieve? What are the aims of the programme?

Your students

Who are your students? (e.g. mature? Juggling responsibilities? International? Disabled?)	How do you consult with students and respond to their feedback?	What experience do you have working with students to co-create curriculum or design learning activities and assessment tasks?

Your education partners (e.g. TNE, UK based) if applicable

List any TNE or UK based partners that deliver this programme as franchise provision	Do they deliver any of their own modules withing your programme?	Will the changes be implemented concurrently or one year behind?

Your current and future development partners

List your partners (external and internal) and external contributors (e.g. employers, guest speakers)	External partners in your sector you want to work with

Your current programme and the new Greenwich Curriculum Framework (GCF)

Is the structure of your current programme in line with the credit framework of the GCF? What possible changes need to be made to ensure full alignment?	Are your current PLOs in line with the ones set by the new framework? Do they align with Greenwich graduate attributes (GAs)? What changes can be made to ensure full alignment?	Is the programme underpinned by one or more real-world problems? Are these linked to any of the SDGs? Please list them below	How does the curriculum explicitly develop students' employability skills? E.g. Do assessments reflect real-world industry or professional practice?
Are you planning to create new modules as part of the redesign? (e.g. changes in title, credits or level require a new module to be created) Please indicate the new modules in Activity 3 below			

DESIGN DAY 1 ACTIVITIES – TO BE COMPLETED DURING AND AFTER THE DESIGN DAY

Mapping of PLOs / Activity 1

Identify and define the Programme Learning Outcomes that your students will achieve by completing the programme.

For the subject specific PLOs, indicate the GAs they are relating to

	Level 6 PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
		work collaboratively and inclusively, demonstrating a constructive and resourceful approach to challenges and an appreciation of different perspectives.	critique relevant, contemporary knowledge in the discipline and articulate how it is constructed, developed, synthetised, challenged and negotiated.	operate effectively in professional environments, through the application of professional, transferable, digital and entrepreneurial skills, and the maintenance of professional standards.	engage critically with complex, real-world problems through research, analysis and evaluation, and collaborate within multidisciplinary groups to achieve sustainable practices and outcomes.						
GA1		X									
GA2			X								
GA3				X							
GA4					X						

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	Level 5 PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
		work collaboratively and inclusively, demonstrating a constructive and resourceful approach to challenges	critically analyse well-established and essential theories, concepts and principles in the discipline and articulate how these are constructed and developed.	operate effectively in professional environments, through the application of professional, transferrable, digital and entrepreneurial skills, decision making and taking personal responsibility.	engage with complex, real-world problems through analysis, evaluation and applying concepts in new contexts, and collaborate to achieve sustainable practices and outcomes.						
GA1		X									
GA2			X								
GA3				X							
GA4					X						

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	Level 4 PLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
		work collaboratively and inclusively, demonstrating a constructive approach to challenges.	articulate underlying concepts and principles in the discipline and explain how these are constructed and developed.	operate effectively in professional environments, through the application of professional, transferrable, digital and entrepreneurial skills, and by taking personal responsibility.	engage with real-world problems through analysis and evaluation, and collaborate to achieve sustainable practices and outcomes.						
GA1		X									
GA2			X								
GA3				X							
GA4					X						

Articulating the PLOs into the fabric of the programme / Activity 2

Stage	PLOs	GAs	What will the students achieve by the end of this stage?	What are the areas of content and skills (academic and transferable) this maps against	What is the real-world problem underpinning the programme / SDG	Your partners / collaborations for this stage Why are you working with them?	How can students demonstrate their learning / what type of assessments are used?	How does the sequence of modules look like?
Stage 3	Level 6 PLOs	GA 1-4 ***EXAMPLE!***	*By level 6 students will be competent at tackling complex problems related to access to healthcare through multilayered projects as they will have developed the critical skills and areas of knowledge needed to set up and evaluate interventions*	*Advance policy analysis and writing* *Research skills: data analysis and evaluation* *Organisational skills* *Communicaton and negotiation skills* *Critical engagement with sources* *Evidenced based approaches to decision making*	*Gender equality and access to healthcare (SDG3 and 5)*	*Charity XYZ, students collaborate on community focussed projects*	*Group work and research project allow for development of transferable skills and research skills*	*Compulsory research skills module will ensure all students have core research skills + a selection of 2 optionals will allow for specialisation*
Stage 2	Level 5 PLOs	GA 1-4						

Stage 1	Level 4 PLOs	GA 1-4					

Mapping to MLOs and assessment design / Activity 3 (A)

Level 4 Modules – Stage 1

Please add or remove rows as required. There is no stipulated number of MLOs per module. For a 30-credit module you may want to have around 4 to 6 MLOs

New/existing	MLOs	**Module 1 – by the end of the module students will be able to….**	PLOs	Assessments/alternative assessments against MLOs
	MLO1	***Example:*** *Describe the key components of XYZ*	1	Project (multimodal) - MLOs 1 and 3
	MLO2	*Explain the link between A and B*		
	MLO3	*Communicate at the appropriate standard for professional exchanges*		Group presentation or animation with Q&A – MLOs 2 and 4
	MLO4	*Work collaboratively as part of a diverse team*	3	
New/existing		**Module 2 – by the end of the module students will be able to….**		
	MLO1			
	MLO2			
	MLO3			
	MLO4			

New/existing		**Module 3 – by the end of the module students will be able to….**		
New/existing		**Module 4 – by the end of the module students will be able to….**		

Level 5 Modules – Stage 2

Please add or remove rows as required. There is no stipulated number of MLOs per module. For a 30-credit module you may want to have around 4 to 6 MLOs

New/existing	MLOs	**Module 1 – by the end of the module students will be able to….**	PLOs	Assessments/alternative assessments against MLOs
	MLO1	***Example:*** *Describe the key components of XYZ*	1	Project (multimodal) - MLOs 1 and 3
	MLO2	*Explain the link between A and B*		
	MLO3	*Communicate at the appropriate standard for professional exchanges*		Group presentation or animation with Q&A – MLOs 2 and 4
	MLO4	*Work collaboratively as part of a diverse team*	3	

New/existing		**Module 2 – by the end of the module students will be able to….**		
	MLO1			
	MLO2			
	MLO3			
	MLO4			
New/existing		**Module 3 – by the end of the module students will be able to….**		
New/existing		**Module 4 – by the end of the module students will be able to….**		

Level 6 Modules – Stage 3

Please add or remove rows as required. There is no stipulated number of MLOs per module. For a 30-credit module you may want to have around 4 to 6 MLOs

New/existing	MLOs	**Module 1 – by the end of the module students will be able to….**	PLOs	Assessments/alternative assessments against MLOs
	MLO1	**Example:** *Describe the key components of XYZ*	1	Project (multimodal) - MLOs 1 and 3
	MLO2	*Explain the link between A and B*		
	MLO3	*Communicate at the appropriate standard for professional exchanges*		Group presentation or animation with Q&A – MLOs 2 and 4
	MLO4	*Work collaboratively as part of a diverse team*	3	
New/existing		**Module 2 – by the end of the module students will be able to….**		
	MLO1			
	MLO2			
	MLO3			
	MLO4			
New/existing		**Module 3 – by the end of the module students will be able to….**		

New/existing		**Module 4 – by the end of the module students will be able to….**		

Summary of assessments against PLOs / Activity 3 (B)

Level 4	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
Module 1	X				X					
Module 2							X		X	
Module 3		X		X				X		
Module 4			X			X				X
Level 5										
Please insert additional rows										
Level 6										
Please insert additional rows										

Checklist for proposal review

Item	CD	QO	EE	
Programme learning outcomes are articulated per stage and in line with the requirements of the GCF (Activity 1)				
Real-world problems, SDGs, employability and academic skills are embedded throughout the programme (Activity 2)				
The programme engaged with key partners/stakeholders (e.g. alumni, industry) (Activity 2)				
Assessment is designed to support and monitor students' development at every stage and across the programme (Activity 2/3). Opportunities for alternative assessments are included				

Sequencing and credits of module align with GCF (Activity 2/3)				
The programme specification is complete				
Curriculum design document sections 3, 4 ,5 and 8 are complete				