



**GURU NANAK
INSTITUTE**
OF GLOBAL STUDIES

Policy Number:	ADM-014
Institute No.	4766
Approved By:	Board of Directors
Effective Date:	October 1, 2022
Revision date:	October 12, 2025
Next Review:	October 2028

Curriculum Mapping & Learning Outcome Policy

1. Policy Statement

Guru Nanak Institute of Global Studies (GNI) ensures that all curricula from certificates to degree programs are intentionally designed and continuously reviewed to reflect defined, measurable learning outcomes.

Curriculum mapping provides a structured approach for aligning course objectives, instructional activities, and assessments with institutional, program, and provincial degree-level expectations.

2. Purpose

The purpose of this policy is to:

1. Define the institutional framework for developing, mapping, and reviewing program and course learning outcomes.
2. Ensure every academic program demonstrates **constructive alignment** between learning outcomes, instructional strategies, and evaluation methods.
3. Promote transparency, comparability, and quality assurance in program design across disciplines.
4. Support continuous curriculum improvement and compliance with **DQAB Degree-Level Standards Framework**.

3. Scope

This policy applies to:

- All academic programs and courses offered by GNI (degree, diploma, and certificate);
- All modes of delivery (on-campus, online, or hybrid); and
- All faculty and program leads responsible for course design, revision, or assessment development.

4. Guiding Principles

1. **Constructive Alignment:** Learning outcomes, teaching methods, and assessment tasks are intentionally linked.
2. **Transparency:** Outcomes are explicit and communicated to students in every course outline.
3. **Relevance:** Outcomes reflect disciplinary standards, employability, and real-world application.
4. **Progression:** Courses are sequenced to ensure incremental skill and knowledge development from introductory to advanced levels.
5. **Continuous Improvement:** Curriculum mapping and outcome assessment inform annual and cyclical program review.

5. Curriculum Mapping Framework

5.1 Institutional Alignment

Each program's outcomes must align with:

- **Institutional Learning Outcomes (ILOs):** Broad competencies every GNI graduate should possess (critical thinking, communication, ethics, intercultural awareness).
- **Program Learning Outcomes (PLOs):** Discipline-specific knowledge and skills expected upon program completion.
- **Course Learning Outcomes (CLOs):** Specific and measurable objectives demonstrating how each course contributes to the program outcomes.

5.2 Mapping Matrix

Program developers must complete a **Curriculum Mapping Matrix (Form CM-01)** showing how each course outcome supports one or more program outcomes and aligns with assessment methods.

Program Learning Outcomes (PLOs)	Course A	Course B	Course C	Course D
Critical Thinking	X	X		X
Applied Research Skills		X	X	
Ethical and Intercultural Competence	X		X	X

5.3 Degree-Level Benchmarking

All PLOs must be benchmarked to the **DQAB Degree-Level Standards**, which include:

- Depth and Breadth of Knowledge
- Conceptual and Methodological Awareness
- Application of Knowledge
- Communication Skills
- Professional Capacity and Autonomy
- Awareness of Limits of Knowledge

5.4 Revision & Approval

Curriculum maps and learning outcomes are reviewed by the **Program Review Committee (PRC)** and approved by the **Academic Council** before a new program or major revision is implemented.

6. Learning Outcomes Development

6.1 Writing Outcomes

Learning outcomes must be:

- **Student-centred** (describe what learners will achieve, not what instructors will teach);
- **Measurable** and assessable;
- **Observable** (use strong action verbs from Bloom's Taxonomy);
- **Appropriate to credential level** (e.g., analytical vs. recall-based verbs).

Example:

Upon completion of this course, students will be able to evaluate ethical leadership frameworks and apply them to case-based decision-making scenarios.

6.2 Assessment Alignment

Each outcome must be directly linked to at least one **assessment method** (e.g., exam, project, practicum, presentation) and one **instructional activity** (e.g., seminar, lab, fieldwork).

6.3 Review Cycle

- **Annual:** Faculty review outcomes in course outlines each academic year.
- **Five-Year:** Comprehensive mapping review occurs during the **Program Development and Review (PDR)** under ADM-010.

7. Roles and Responsibilities

Role	Responsibilities
Faculty & Program Leads	Develop and update course and program learning outcomes; complete mapping forms.
Program Review Committee (PRC)	Review and approve outcome statements and curriculum maps.
Academic Council	Approve learning outcomes framework for all new programs or revisions.
VPAQA	Oversee process, ensure compliance with DQAB standards, and maintain institutional repository.
Institutional Research Office	Collect and analyze student achievement data to inform curriculum adjustments.

8. Documentation & Repository

- The Office of the VPA maintains an **Institutional Curriculum Database**, containing approved program maps, course outcomes, and associated assessment matrices.
- All course outlines must include current learning outcomes and corresponding program outcome codes.
- Faculty are responsible for submitting updated course outlines to the database each term.

9. Review and Amendment

This policy shall be reviewed every **three (3) years**, or earlier if:

- DQAB degree-level standards are revised;
 - A new credential level is introduced; or
 - A major program restructuring occurs.
- Revisions require approval by the **Academic Council** and ratification by the **Board of Directors**.

10. Related Documents

- ADM-004 Institutional Quality Assurance Policy
- ADM-011 Learning Resources Policy
- ADM-010 Program Development & Review Policy
- ADM-013 Online Learning Quality Standards Policy
- SP-018 Student Grading Policy and Procedures
- DQAB *Degree-Level Standards Framework*
- PTIB *Program Approval Guidelines*