

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Regular Meeting
Wednesday, March 4, 2026
2:00 p.m. - 4:00 p.m.
Teams

AGENDA

1. Call to Order Fergal Callaghan 2:00
2. Approval of Agenda
3. Approval of Minutes, January 28, 2026
4. Chair's Report Fergal Callaghan 2:05
5. New Business.....
 - 5.1. Graphic Design for Marketing Self-Study Report.....
..... Erin Ashenhurst, Carley Hodgkinson, Andhra Goundrey 2:10
 - 5.2. Graduate Nurse Internationally Educated Re-Entry Self-Study Report
..... Sundeep Varaich, Sharmen Lee 2:40
6. Items for Discussion
 - 6.1. Membership Review..... Catherine Schwichtenberg 3:00
7. Manager's Report for OPA Melike Kinik-Dicleli 3:20
8. Adjournment

SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Minutes of Regular Meeting
Wednesday, January 28, 2026
2:00 p.m. – 4:00 p.m.
MS Teams Online

Present: Quorum 8

Voting Members

Aimee Begalka
Caja Blomley
Craig Wright
Fergal Callaghan, Chair
Jeff Dyck
Jack Hayes
Krista Gerlich-Fitzgerald
Meredith Laird
Meredith Haaf
Nicole Beaulieu
Laura Del Rio Torres

Ex-Officio

Bruce Choy, President and Vice-Chancellor
Kwuntiltunaat (Kim Baird), Chancellor

Non-Voting Members

Catherine Schwichtenberg
Laura McDonald
Melike Kinik-Dicleli
Theresa Voorsluys

Administrative Resources

Michelle Molnar

Guests

June Kaminski
Sharmen Lee

Not Present:

Voting Members

Lindsay Norris
Jianying (Jennifer) Gao
Enrico Tanafranca

Non-Voting Members

Nishan Perera

1. Call to Order and Territorial Acknowledgement

The Chair, Fergal Callaghan, called the meeting to order at 2:01 p.m.

2. Approval of Agenda

Nicole Beaulieu moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, November 26, 2025

Laura Del Rio Torres moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

The Chair, Fergal Callaghan, welcomed new member Bogdan Bryja, faculty representative from the Faculty of Academic and Career Preparation and shared that Tomasz Gradowski, faculty representative from the Faculty of Science and Horticulture, has resigned.

5. New Business

5.1. Nursing Advanced Entry Self-Study Report

The Chair, Fergal Callaghan summarized the reviewer's comments. June Kaminski, Nursing Instructor and Sharmen Lee, Dean, Faculty of Health, addressed reviewer's comments regarding curriculum mapping, program learning outcomes, simulation resources, and gender balance, resulting in agreed-upon amendments.

Action Items for proponent:

- Remove or clarify extraneous symbols and ambiguous intersections to ensure the curriculum map is accurate and transparent, including the connection of course learning outcomes (CLOs) for NRS 3500 and NRS 3610 with program learning outcomes (PLOs).
- Add an explicit statement explaining the high proportion of introductory-level (I) intersections within the context of an advanced entry program.
- Revise the "Pathways to an Enriched Civic and Personal Life" section to clearly explain PebblePad's role as a reflective learning tool.
- Add content outlining ongoing or planned strategies (e.g., marketing and recruitment efforts) to address gender imbalance in the program.
- Incorporate clearer administrative data on enrollment trends and outreach activities into the relevant sections of the report.
- Add details on recent simulation lab improvements and include any available student feedback or survey data related to simulation experiences.
- Strengthen the narrative explaining how recent curricular changes and resources contribute to high NCLEX pass rates despite mixed student perceptions.
- Further articulate curricular adjustments and ongoing faculty discussions aimed at balancing relational engagement and nursing science content.

Nicole Beaulieu moved that the Senate Standing Committee on Program Review approve the Nursing Advanced Entry Self-Study Report with amendments.

The motion carried.

5.2. Horticulture Technology External Review Report

Fergal Callaghan summarized the reviewer's comments and addressed out-of-scope recommendations. The committee discussed the reviewer's invalidation of Chapter 3 due to misalignment in survey responses between faculty, students and alumni regarding program relevance.

Action:

- The chair will send a memo to the program, outlining the committee's feedback and suggestions regarding the external reviewers' recommendations.

Krista Gerlich-Fitzgerald moved that the Senate Standing Committee on Program Review approve the Horticulture Technology External Review Report as attached.

The motion carried.

6. Items for Discussion

6.1. Student Representation on SSCPR

Catherine Schwichtenberg, on behalf of the Senate Governance and Nominating Committee (SGNC) collected feedback from the committee regarding the benefits of student representation on the committee, barriers they face and the resources that are available for them. Members noted the heavy workload and technical complexity of this committee's work as significant barriers to meaningful student participation. Members commented that students contribute meaningful observations during other committee meetings and suggested they continue to participate on this committee as a voting member without the added burden of tasks and reviews.

7. Manager's Report for the Office of Accountability and Planning

Melike Kinik-Dicleli, Manager, Quality Assurance presented her report as attached and noted that there are 38 programs in various stages of the program review process.

8. Adjournment

The meeting adjourned at 3:43 p.m.

SENATE

Agenda Number: 5.1

Meeting Date: March 4, 2026

Presenter(s): Erin Ashenhurst, Andhra Goundrey

AGENDA TITLE: GRAPHIC DESIGN FOR MARKETING SELF-STUDY REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review approve the Graphic Design for Marketing Self-Study Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Graphic Design for Marketing Self-Study Report

Graphic Design for Marketing Self-Study Report Appendices

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

January 29, 2026

REPORT: Graphic Design for Marketing Self-Study Report

OVERALL ASSESSMENT:

Please provide a brief assessment of the Self-Study Report under review and an overall recommendation.

Reviewer #1: This is a report that meets all requirements and was well written, well supported, and honest. An overall recommendation for improvement would be to have a summary (or opening) paragraph in each chapter that concisely answers the questions. However, the report is solid, and this suggestion is for ease of reading only.

Reviewer #2: The Graphic Design for Marketing SSR demonstrates the programs strong alignment with industry expectations, particularly in its emphasis on foundational creative development, research-informed design, and collaborative practice. The program in its cohort model provides a distinctive combination of conceptual rigor and applied skill development which enhance students' preparation for professional work. The SSR shows a strong commitment to critically reviewing its Program Learning Outcome with revisions reflects a continuous improvement and rapid technological change such as AI integration.

Overall, the SSR presents a solid foundation for ongoing program development. Its clear alignment between evidence, reflection, and recommendations demonstrates a thoughtful and engaged review process. With a few targeted refinements particularly those aimed at improving the clarity and operational feasibility of certain action items the report will be well positioned to guide program review.

Reviewer #3: Congratulations on a comprehensive and extensively evaluated Self Study report. The level of analysis in the SSR and especially the appendices was wonderful to see. Great work.

The Report (select the box that corresponds your recommendation):

- ☒ Reviewer #1: Recommend for approval by the SSCPR as is
- ☒ Reviewer #2 & #3: Recommend for approval by the SSCPR pending further action (see below)
- ☐ Recommend return to the Program for major revision
- ☐ Recommend for rejection by the SSCPR

Direction for Reviewers: Determine if the criterion for each chapter is fully addressed according to the standard.

CHAPTER 1: Program Overview

Criterion: This chapter provides an overview of the program, its purpose, and the scope of the review.

Standard: The Chapter clearly describes the program, its purpose, and the scope of the current review.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: Well written, easy to follow, and includes all of the required elements. The "Program Issues" section is particularly notable for its honest discussion of the challenges and opportunities.

Reviewer #2: Minor corrections regarding nomenclature in the laddering section: this would not constitute a formal articulation agreement or a block credit transfer between FDIT and GDMA, as both programs reside within KPU. Since this work has not yet been completed, it is unclear whether it should be included in this chapter. If this matter is being reviewed, it is essential to consult with Teaching and Learning, as both programs operate in cohort models and the courses and CLOs are not currently aligned.

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #3: This may just be a minor edit: Page 5 of the SSR details a block transfer arrangement with FDIT. I believe transfer credit is irrelevant as both the FDIT and GDMA program courses are completed at KPU. I recommend reaching out to the RO for clarity on the appropriate terms to describe this arrangement.

CHAPTER 2: Curriculum Review

Criteria: This chapter provides a clear profile of the program graduates, relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1 Profile of the program graduates: A multitude of areas addressed in the report that describe the graduates' skills, post grad educational potential, and some of the challenges students are facing. A summary paragraph would improve this piece by clearly stating what a graduate actually is.

Defer to T&LC feedback: relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum.

Reviewer #3: The curriculum team have clearly identified their plans to revise existing challenges with the curriculum.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 3: Program Relevance and Student Demand

Criteria: This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: Clearly links the PLOs with the needs of industry and uses a variety of evidence to do so. Excellent relationships with industry. Frank and important review of new technology and trends in today's job markets (free lancing, AI, motion graphics). The explanation of courses required for a Bachelors vs the market 'needs' was valuable but consider saying the research and writing courses are a necessary outcome for the degree (the program shouldn't have to justify, they could say it's a degree requirement)

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #2: In Chapter 1, five priority areas were investigated to frame the scope of the self-study specific to this chapter. While this section offers several recommendations, they do not fully correspond to the breadth or depth of the issues originally identified. As a result, the connection between the initial areas of investigation and the proposed actions is not always explicit. In particular, recommendations in 3.1 are articulated in vague terms, which may limit its usefulness as a basis for concrete planning or measurable follow-up.

I appreciate that section 3.3.3 frames this item as an "exploration"; however, the SSR presents a conflicting narrative regarding the intended relationship between FDIT and GDMA. It is unclear whether the first two years of FDIT are being positioned as equivalent to the initial years of GDMA, or whether FDIT is envisioned as a post-GDMA pathway for students seeking additional specialization. These interpretations are at odds with one another. In the exploration, be sure to reflect on the challenges of introducing multiple entry and exit points in forecasting seat availability and ensuring students can be accommodated appropriately as these programs are all cohort model.

CHAPTER 4: Effectiveness of Instructional Delivery

Criteria: This chapter adequately examines the effectiveness of the instructional design and delivery of the program and student success.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: The chapter answers all of the questions, uses data from multiple sources, clearly identifies a variety of consistently used pedagogical approaches and is again frank about challenges such as time for mentorship. Excellent discussion on experiential learning in the program and the intention behind the project-based teaching. Discussion on student success uses all the appropriate data from OPA and includes discussion on challenges such the job market.

Reviewer #2: This chapter is clearly written and provides a strong analysis of both the available data and the program's delivery. The integration of recommendations within related chapters is effective and helps reinforce the connections across the broader review.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses program's resources, services, and facilities from both the student and faculty perspective.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: The chapter identifies all the resources used by and available to students.

Reviewer #2: This chapter highlights a low level of student awareness and use of available support services. Given the importance of these services to student success and retention, it would be beneficial to include addressing this as a recommendation.

☐ **Requires Further Action to Meet the Standard**

[Click here to enter text.](#)

CHAPTER 6: Conclusions and Recommendations

Criterion: This chapter summarizes the conclusions drawn from the evidence gathered in the program review.

Standard: The Chapter contains data-supported recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: The summaries are balanced with evidence, they address the issues found in the report, they don't mention new issues, and they identify actual areas in which improvement is needed, they don't gloss over with vague statements. They are specific about who can do what and don't go beyond their scope. To improve it I'd suggest a very clear paragraph that outlines the strength of the GDM Program and the areas that require improvement.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
Page 2 of the SSR Appendices – Thank you for using abbreviations to communicate your colour coding in both the program model and the key. I struggle with colours and while I count 7 different categories in the key, I can see only 5 different colours. As a minor edit, and to support others who are colour challenged, may I suggest increasing the font size of the abbreviations. Please also consider using a different colour font for the category colours where there is a low contrast between the font and category colour.
A note describing the intention for Appendix E may be helpful. I know this is detailed in the SSR, and it could be helpful to have a similar statement collocated with the revised PLOs as well.
Appendix XX Page 6 Exhibit 5: Vancouver Island ~~College~~ University
Appendix XX Page 27 would like to see more ~~emphasize~~ emphasis on r
Appendix Page 27 Delete as not related to the question: "I suggest a lot more advertising and social media letting the public know that it is the top program in BC"
Page 46 responses to question 9, the third entry, the "c" and part of the letter "o" have been cut off the word "Comprehending" in the label.
Page 70, there appears to be a coloured dot in one of the responses. Is this to signal something?
Page 76, the name "Jason Bateman" is left un redacted – is this the name of a corporation or a person working at PS&Co
Page 76, one of the comments includes a respondent's email address.
The following was mentioned on page 15 of the SSR. I include the details here so they are easier to find should the program move to address them. The following courses are department based and have CLOs that do not support any of the existing PLOs GDMA 1100 CLOs 8 and 9 GDMA 1215 CIO 5 GDMA 2100 Clo #4 GDMA 3122 CLOs 4,5,and 6 GDMA 3210 CLOs 2 and 3 do not intersect any PLO GDMA 4120 CLOs 3,9,10 do not intersect any PLO



Graphic Design for Marketing Program Review Self-Study Report

Report Submission Date: January 28, 2026

Program Review Team Members:

Carley Hodgkinson
Erin Ashenhurst
Michael Cober
Marga Lopez
John Belisle
Matt Heximer
Andhra Goundrey

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List of Acronyms

CLO: Course Learning Outcomes

DFW: A grade of D or F or Withdrew from the course

ELO: Experiential Learning Opportunities

FDIT: Front-End Development for Interactive Applications

GDMA: Graphic Design for Marketing

GPA: Grade Point Average

KPU: Kwantlen Polytechnic University

KSA: Knowledge / Skill / Assessment

NOC: National Occupational Classification

NR: Non-Regular

NYU: New York University

PLO: Program Learning Outcomes

SFU: Simon Fraser University

SRIG: Student Research and Innovation Grant

UI and UX design: User interface and user experience design

WSD: Wilson School of Design

Memo from Dean/Associate Dean

TO: Senate Standing Committee on Program Review

CC: Diane Purvey, Provost and Vice President Academic; Erin Ashenhurst, Program Chair, GDMA; GDMA Faculty

FROM: Andhra Goundrey, Dean, Wilson School of Design

DATE: January 28, 2026

SUBJECT: Graphic Design for Marketing – Self-Study Dean’s Response

I would like to acknowledge the comprehensive and thoughtfully written self-study submitted by the Graphic Design for Marketing (GDMA) program. This document reflects not only the diligence of Program Chair Erin Ashenhurst and the GDMA faculty team, but also the depth of their care for their students, the program’s legacy, and its continued relevance in an evolving and highly competitive design landscape. Their reflective approach mirrors the student-centered and forward-looking spirit seen across the Wilson School of Design (WSD), and I commend the team for the rigor, honesty, and strategic thinking embedded throughout this review.

The self-study highlights GDMA’s long-standing strengths, including its human-centered, industry-embedded approach; its integration of design, marketing, and strategy; and the exceptional expertise and dedication of its faculty. The program’s consistent track record of award-winning student work, strong graduate employment outcomes, and deep ties to industry reaffirm its position as a flagship offering within the WSD. I appreciate the program’s ongoing commitment to maintaining a supportive cohort culture grounded in collaboration, critical thinking, and applied learning.

I fully support the program’s focus on strengthening domestic recruitment and elevating GDMA’s visibility within a competitive post-secondary environment. As the self-study notes, targeted outreach, supported by clear articulation of GDMA’s differentiators, including its marketing and business integration, will be essential moving forward. This aligns with wider WSD and KPU priorities, and the Dean’s Office is committed to partnering on recruitment, communications, and media strategies that highlight GDMA’s achievements and the success of its graduates.

The program has also been proactive in identifying the need for continued integration of emerging technologies, particularly Generative AI, motion graphics, video, and interface design. I strongly support the faculty’s commitment to maintaining curricular agility and future-focused learning experiences, ensuring our students graduate with relevant and competitive skillsets. The self-study’s call for strategic investment in faculty development, as well as flexible instructional models such as short-term workshops or invited specialists, is well-aligned with WSD’s vision.

I appreciate the thoughtful recommendations surrounding curriculum refinement, including the refining of Program and Course Learning Outcomes for clarity, enhanced scaffolding in writing and reading comprehension, and the exploration of a revised credential pathway such as a diploma exit. These recommendations show the program’s attentiveness to student progression and wellbeing while maintaining high standards for learning outcomes and professional readiness. The program’s observations about increased student anxiety, challenges with accountability, and the need for additional support resources are consistent with trends across post-secondary institutions, and I support efforts to strengthen tools, structures, and teaching strategies that can enhance student resilience.

I also endorse continued exploration of expanded articulation agreements, particularly with Langara College and our Front-End Development for Interactive Applications (FDIT) diploma, as well as further

investigation into alignment with other suitable programs. These pathways not only support learners coming from diverse backgrounds, but also deepen GDMA's connections across the design education ecosystem.

The program's emphasis on ethical, inclusive, and socially responsive design, along with its growing integration of Indigenous perspectives is commendable. These commitments are essential to the future of design education and align strongly with both WSD and institutional values.

At this point in the review, any resource implications tied to the recommendations will be evaluated more fully following the external review and through the development of the Quality Assurance Plan. The Dean's Office will continue to work collaboratively with the GDMA faculty to determine priorities, feasibility, and implementation pathways.

I extend my sincere thanks to Erin Ashenhurst and the entire GDMA faculty for their continued leadership, creativity, and service to students. Your commitment to maintaining a high-quality, future-oriented, and deeply human program is evident in every part of this self-study. I look forward to working together as we move into the next phase of the review and to supporting GDMA's ongoing evolution as a globally recognized and industry-connected degree program.

Sincerely,

A handwritten signature in cursive script, reading "A Goundrey".

Andhra Goundrey
Dean, Wilson School of Design

1. Introduction

1.1. Overview of the Program(s)

Program(s) Under Review

Program Name	Graphic Design for Marketing
Program Level	Undergraduate
Credential	Bachelor of Design in Graphic Design for Marketing
Credits Required	120
Discipline and specializations, if applicable	
Date established and last revision	The Graphic Design for Marketing degree program was launched in 2003, with the first eleven students graduating in 2007. The last program revision was started in 2018, with the Self-Study Report approved in January 2019; the Quality Assurance report October 2019; the first annual follow-up September 2020; the second annual follow-up October 2021; and curricular revisions launched in September 2021.

Program Description

The Bachelor of Design in Graphic Design for Marketing (GDMA) is a four-year, eight-semester, 120-credit degree program. As students advance through the program, they build skills in a series of related courses of increasing complexity across seven key learning areas (detailed under 1.3). The program is selective entry and cohort-based. Courses are delivered in 4-hour blocks, allowing for lectures, skills training, hands-on studio work and team-based learning.

The overall aim of the program is to prepare graduates who can function as creative problem solvers, design planners, and strategists, as well as skilled communicators and technologists. Graduates develop strong design and critical thinking abilities, a solid foundation in business and marketing principles, well-developed research skills, and a broad understanding of the social, cultural, and environmental contexts of design practice. They are equipped to work effectively in collaborative settings, assume leadership roles where appropriate, and pursue a range of professional pathways, including employment within design agencies and in-house positions, freelance practice, or self-directed entrepreneurial work.

Brief History of the Program

In 1981, Douglas College was split into two with one part becoming Kwantlen College. Design programs, including Graphic Design, became an integral part of this newly named institution, and continued to grow. Graphic Design was redesigned to reflect new directions in the graphic design industry and the impact of new technology on professional practice. The result was a more industry-relevant two-year program in Graphic and Visual Design (GRVD). In 1996, as Kwantlen College evolved into Kwantlen University College,

applied baccalaureate degrees became part of the new mandate for the institution. The Graphic Design for Marketing degree program was developed in 2001 and 2002, and launched in 2003, with the first eleven students graduating in 2007.

Admission Requirements and Laddering

Graphic Design for Marketing is a selective entry, cohort-based program. At the completion of the application process, faculty submit recommendations to Admissions for 22 to 24 students (with a waitlist) to fill a cohort year.

Admission Requirements (effective Fall 2025)

In addition to the Faculty's Admission Requirements, which consist of KPU's [undergraduate English Proficiency Requirement](#), the following program admission requirements apply:

- Portfolio Review
- Interview may be required

Prospective applicants submit the following for portfolio review:

- 8 to 12 examples of student art and design work (for example graphic design, digital design, Yearbook contributions, photos, drawings or paintings)
- A short personal video in which applicants talk about their interest in the program and about their portfolio work; and what their career aspirations are after graduation
- A résumé
- Unofficial transcripts (these are an optional submission)

An online or in-person interview may be scheduled if reviewers want to learn more about the applicant beyond the portfolio package. In 2025, we removed the requirement for an interview to reduce the barrier for entry and to streamline the selection process.

Laddering

- **Articulation/block transfer:** We have an articulation agreement in place with Langara College's two-year Design Formation program. Typically, we see between one and three students articulate into the second year of Graphic Design for Marketing. We are looking at expanding the articulation agreement to be more competitive so that Design Formation students can enter either 2nd or 3rd-year based on their entrance portfolio.
- **FDIT (Diploma in Front-End Development for Interactive Applications) pathway:** Graphic Design for Marketing is in the process of developing ~~a formal articulation an~~ agreement with FDIT so that interested students can enter 2nd- or 3rd-year of the degree. The difference in completion time – two or three years – will depend on a portfolio assessment at the time of program entry. While students of FDIT would not come in with the same skills as GDMA students (the programs have different PLOs), the skills they do develop in FDIT could still lead to success in the GDMA program. For example, those students might choose to focus their capstone projects on advanced UI/UX

design to build on their foundational skills from FDIT. While seat availability is variable year to year with the cohort model, we foresee a limited number of students pursuing this route (similar to Design Formation, one to three students a year at maximum).

1.2. Program Department

The Graphic Design for Marketing program is taught in the Wilson School of Design on the Richmond campus by two regularized faculty members at 100%, two regularized faculty at 75%, and three part-time contract faculty members. The Program Chair has a 50%-time release. The program is supported in the Dean's Office by an Enrolment Management Coordinator, an Events and Communications Coordinator, a Divisional Lab Coordinator, and additional administrative assistance.

1.3. Program Purpose

The Bachelor of Design in Graphic Design for Marketing is a four-year degree program built on seven key learning areas (Appendix A):

- Concept Development
- Image Development
- Media, Technology, and Production
- UI/UX (User Interface, User Experience, and Design for Screen)
- Marketing and Business
- Social Contexts
- Specialist areas of employment (for example, Packaging Design)

While the primary aim of the degree is to graduate skilled creative thinkers with comprehensive training in graphic design, the program also provides a strong foundation in marketing, strategy, and business. In preparing students for a client-driven and globally interconnected design industry, the curriculum emphasizes research-led practice, requiring students to develop written and visual materials that address target audiences, brand characteristics, market opportunities, and broader social contexts. This foundational research ensures that visual and conceptual exploration is critically informed, professionally defensible, and responsive to real-world constraints.

Equally important, the program strives to situate design practice within a liberal arts framework by fostering students' awareness of global citizenship, the responsible production of material culture, professional ethics, and principles of justice, equity, diversity, and inclusion (JEDI). Students are encouraged to consider the social, cultural, environmental, and ethical implications of design decisions alongside commercial objectives. Through projects encompassing print publications, illustration, typography, digital and interaction design, social media design, packaging, information design, advertising, branding, and integrated campaigns, students develop both technical proficiency and critical perspective. Graduates pursue careers on creative teams within agencies, in-house corporate and institutional settings, software companies and start-ups, or as self-employed practitioners and business owners. Collectively, the program prepares graduates to function not only as effective communication designers, but also as reflective, ethically grounded professionals capable of contributing strategic insight and value beyond the execution of graphic design artifacts.

1.4. Issues for Program Review

The program review will be used to determine:

Primary investigations:

- **Domestic recruitment and program awareness:** Domestic recruitment and program awareness remain a key area of focus for the Graphic Design for Marketing (GDMA) program. In recent years, the number of domestic applicants has declined while international applications have increased. Given recent changes to international student visas and study permit policies, the program can no longer rely on growth in international enrolment, heightening the importance of strengthening domestic recruitment. This challenge is compounded by the highly competitive context of the Lower Mainland, where multiple institutions are effectively recruiting from the same pool of prospective students. In response, a strategic priority for the program is to ensure that GDMA's value proposition and distinctive strengths are clearly articulated and consistently communicated. This includes identifying and leveraging a robust range of evidence to support targeted recruitment and awareness-building efforts, such as student and alumni success stories, graduate employment outcomes, awards and recognitions, industry partnerships, and applied learning opportunities. Clarifying where and how to focus recruitment efforts (the majority of our students live South of the Fraser, the primary region for recruitment as presented in the 2022 Strategic/Academic plan) —both at the program level and in collaboration with KPU Marketing— will support more effective outreach and positioning of GDMA within an increasingly competitive domestic landscape.
- **Opportunities from emerging technologies including Generative Artificial Intelligence (GAI)** Design fields, including graphic design, are facing rapid and fundamental changes as the industry adopts and adapts to emerging technologies, including Generative Artificial Intelligence. Our goal is to know how and where to incorporate AI, GAI and other technologies into our curricular design to be on the right side of rapid change, ensuring that our program graduates are subject matter experts
- **Relative agility and program relevance based on rapid industry changes:** Connected to AI/GAI, but on a broader scope, is our current program model relevant to our stakeholder groups? Are we able to remain agile within the university system? Exploring emerging technologies keeps the program relevant (i.e. Apple Vision Pro headsets used to analyse VR in upper division courses). This work also requires time for faculty to learn new technologies and determine how best to incorporate them into the curriculum. How can we ensure there is the budget and the flexibility necessary to incorporate new technology?
- **Investigate the need for an advertising and copywriting focus:** Should GDMA focus more heavily on advertising and copywriting in our curricular design to better prepare students for available work? We are seeing successful hybrid studio models (like Vancouver's 123West) that want designers who are equally good at concept and advertising.
- **Investigate need for more motion graphics, video and interface design:** Where can we add more focus on these skills throughout the second, third and fourth years of the program? Can this be done primarily through project work and how can we best enhance the program expertise in these areas?

- **Investigate the development of a diploma option and/or an exit point from Graphic Design for Marketing into a General Studies degree at KPU:** With each cohort year, we see one or two students who express a desire to leave the program early to pursue their own design careers before graduation, or because they have experienced challenges with the demands of the program. Should we offer a clear pathway out of GDMA after 2nd -year? Note that the original program allowed an exit with a Diploma after three years (90 credits).

Secondary investigation:

- **Scheduling** Look at balance of in-person, online synchronous and asynchronous course offerings to better fit with student wellbeing; flexibility; balance with work outside of school

In reviewing the survey data from students, alumni, industry and faculty, several of these areas under investigation have been prioritized including enhancing course content around motion graphics, video, and interface design, integrating GAI, as well as new findings to be addressed.

2. Curriculum Review

2.1. Pathways for Graduates

Pathways to Employment

The Graphic Design for Marketing degree is intended to be both a professional degree that leads directly to employment in the design industry and a broad-based bachelor's degree that prepares students to be critical thinkers and contributors. While the program has a generalist focus (students learn skills that are common across all graphic design programs including the elements and principles of design, typography, image-making, software mastery and execution, and concept development), students have many opportunities for sub-specialization in their 3rd and 4th years. Subspecialties include UI and UX design; packaging design; branding; and design for social good. In addition, the core differentiator of our program, the focus on marketing, business and strategy, opens additional employment tracks beyond graphic design. The spring semester of 4th-year (Semester 8) is focused on preparing students for employment, with specific courses in strategic portfolio development, a mentorship placement for applied industry learning, and a graduation showcase for industry, alumni and advisory committee members. The current design industry has a built-in fast track: alumni with an average of two to five years of experience can move into senior designer roles.

Related NOC job codes:

Please note that we find that the current NOC codes (2021) grossly underrepresent career pathways in design. Currently, for example, there are no explicit codes for UI or UX designer.

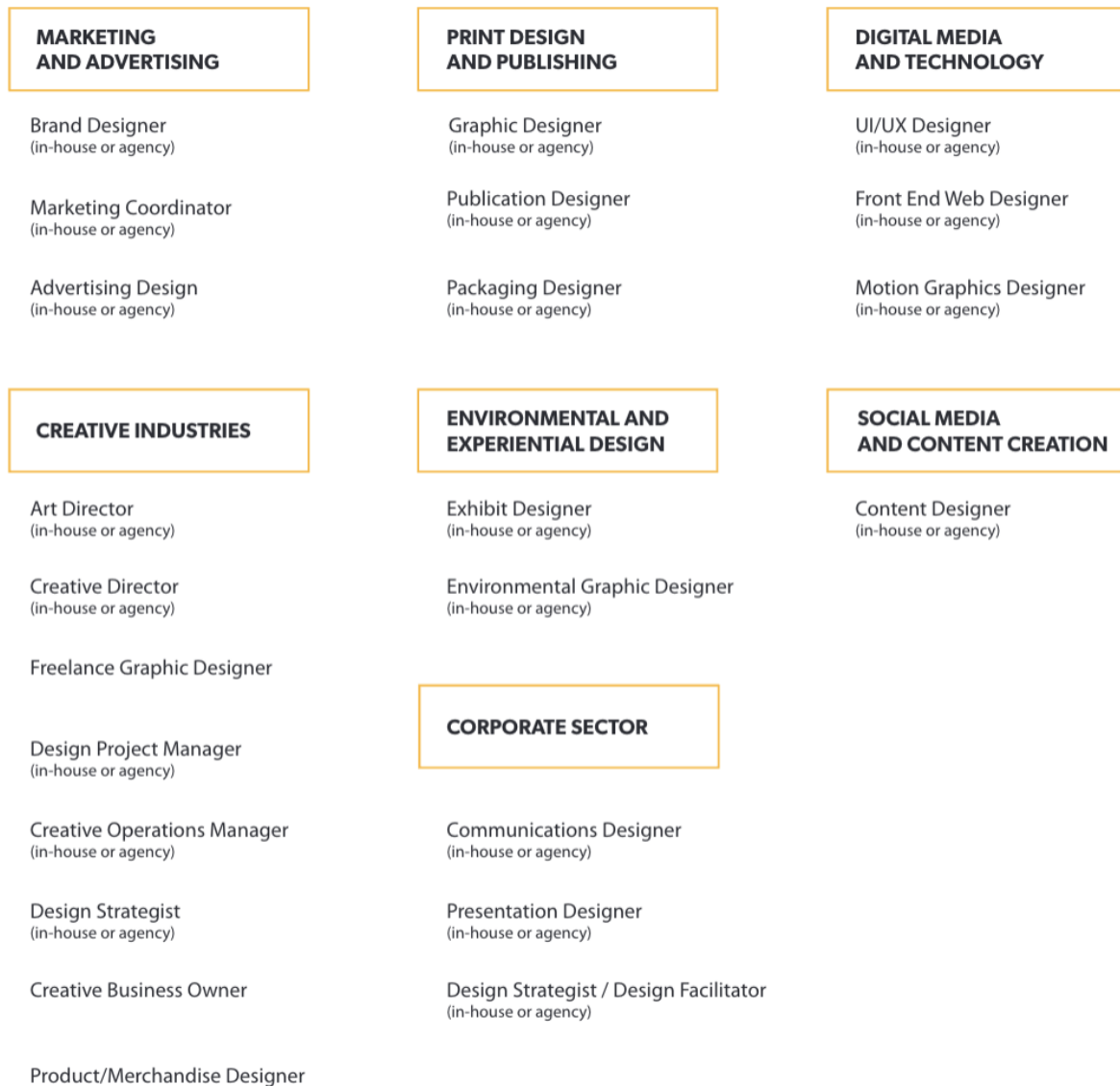
- 21233 Web designers
- 52120 Graphic designers and illustrators
- 21231 Software engineers and designers
- 10022 Advertising, marketing and public relations managers
- 11202 Professional occupations in advertising, marketing and public relations

In the chart included below, employment pathways are grouped under seven major umbrellas:

1. Marketing and Advertising
2. Print Design and Publishing
3. Digital Media and Technology
4. Creative Industries
5. Environmental and Experiential Design
6. Social Media and Content Creation
7. Corporate Sector

Figure 2.1 Pathways for Graduates

Career Pathways Map



Pathways to Further Study

While Graphic Design for Marketing degree is typically a terminal degree for most students, graduates could explore the following pathways to further study:

- ~~**KPU's Front-End Development for Interactive Applications diploma program** We typically have several students each year who end up loving user experience (UX) design—moving into the FDIT diploma would allow them to become skilled front-end developers with strong design skills, a highly sought after combination in the job market. Because FDIT is a new program (Fall 2024 launch), GDMA and FDIT have not yet explored a formal transfer credit agreement, GDMA to FDIT.~~

- **Masters-level graduate programs** Beyond KPU, students with a strong GPA and their graduation portfolios can apply to graduate programs in direct or related fields including graphic design, cultural theory, or interaction design. Because our degree incorporates research, writing, and reflective practices, graduates are prepared for the rigour of post-graduate study. With industry experience under their belts, alumni could also consider Master of Business Administration (MBA) or Master of [Interactive Arts and Technology](#) routes (i.e. SFU's School of Interactive Art and Technology).
- **Undergraduate-level instructor** Once alumni have industry experience, they may wish to explore teaching in addition to practice. This is common, especially for the graduate who is actively freelancing and is looking for stable and meaningful income to support their design work. While most receive training on the job, there is potential here for prospective teachers to take KPU Teaching & Learning upskilling courses or workshops, or to develop a KPU micro-credential or badge specific to design education.

Pathways to an Enriched Civic and Personal Life

The World Economic Forum's Future of Jobs report 2025 mentions the current and growing need for "human-centric skills amid rapid technological advances" (pg 40). The Graphic Design for Marketing degree program prepares students to be engaged citizens in a time of increasing instability in the world by focusing on developing human-centric skills including:

- **Adaptability and flexibility:** In project work, we encourage and create the condition that you will sometimes need to abandon an idea that isn't working and pivot to something new
- **Resilience:** We focus on cycles of iteration and critique to build skills, but also to build up resilience to feedback
- **Empathy:** We expose students to scenarios that they may not be comfortable with or know otherwise, especially through social good-focused project work. In 3rd-year Marketing Communications Design, for example, students are asked to develop a poster campaign for health professionals that highlights the need for empathy for long-term users of fentanyl
- **Cohort model:** Cohort culture encourages diversity and dialogue. We find that cohort members often rally around students who are struggling and are supportive of different strengths, backgrounds, and learning styles.
- **Social contract:** Cohort culture is also about active engagement with peers in most situations – students simply cannot come to class without participating. While this can create challenges for some students, the collective understanding of goodwill and community-building is strong, as is learning to work with and support people who may not be friends but who are colleagues. Students learn to deal with difficult people, develop self-awareness, and separate the emotional self from conflict resolution.
- **Professional membership:** Students are encouraged to join our professional organization, DesCan, as student members, and to attend industry events including monthly CreativeMornings. DesCan is volunteer-run, and its success depends on like-minded individuals showing up and creating community. The act of networking and belonging outside of school is a low barrier entry point for students, and can open new experiences, new contacts, and a greater sense of civic engagement.

- **Curiosity and lifelong learning:** With every project brief, we're asking students to become mini experts in a new field and asking them to research the context and people connected to that field. We are modelling curiosity as a trait and skill and encouraging lifelong learning through technological advancements but also through the innate desire to stay current in the field.
- **Creative thinking:** This might sound obvious for a design program, that students develop creative thinking, but it takes time for students to move from a conditional response to an instructor's request toward independent creative thinking that can then move from the classroom to solving the complexities in their lives.

2.2. Skill Development

The Graphic Design for Marketing degree program helps students achieve the following skills:

Writing Clearly and Concisely

Students engage with different levels and types of communication over their four years, including: academic writing; reviews; response writing; editorial/popular cultural interpretation; marketing and creative briefs, and other relevant forms of business communication; design rationales; and longform project case studies. We focus on critical thinking, construction, grammar and syntax, style, and audience. GDMA 2140 Communication Design and Popular Culture, is a designated Writing Intensive (WI) course.

Speaking Effectively

In roughly half our studio courses beginning in Year 1 and into Year 4, students present their finished design work in formal presentations to their peers. They learn to articulate their design process, research, and design strategy in both formal presentations and in informal peer reviews and critiques. In addition, students engage in active discussions around current topics in design, especially within our academic stream of courses (1140, 1240, 2140, 3140 and 4240). In 4th-year, GDMA students present their Capstone projects to industry as a culmination of their speaking skills.

Reading and Comprehending Material

Students engage with reading comprehension in their elective courses, as well as in our academic stream (see above) and in our Editorial Design, Marketing Communications, and Branding streams. In the former, students are presented with a range of readings, from editorial/op ed pieces to peer-reviewed journal articles, to design research studies, to read, review, and synthesize in discussions, project work, and in writing. In the latter, students read marketing case studies, reports, information design, and articles to arrive at a design solution, an understanding of a target audience, or at the context for a project brief.

Working Effectively with Others

Graphic Design for Marketing is built on cohort and studio culture: we teach team dynamics and conflict resolution as part of the introduction to group projects. Students work with their peers in in-class exercises, peer reviews of work in progress, and in team projects. During the critique process, we teach various approaches to both giving and receiving feedback. In 4th-year, the graduating cohort works together to brand and market the Wilson School of Design graduate showcase; students are assigned to smaller teams (for example, social media or project management) and expected to run their teams independently as in a working studio.

Analyzing and Thinking Critically

We approach analysis and critical thinking across three major buckets: concept development, which requires the synthesis of disparate or complex ideas to solve a visual challenge, as well as a sense of what makes for “good” or “bad” design; market analysis and research, which requires understanding and analyzing the values and drivers that are important to a given target audience and brand; and through the analysis of graphic design history, popular culture, contemporary art and design practices, and new technologies in formal academic research and writing courses. Analysis and critical thinking are inherent in what graphic designers do: the ability to evaluate your own project and your own success as well as that of your peers.

Resolving Issues or Other Problems

As part of group project evaluations, we solicit direct assessment of peer contributions as well as spend time with self-assessment and reflective practices, to arrive at guidelines for constructive resolution of interpersonal issues. Beyond interpersonal peer issues, our design briefs are problem-based, with open-ended solutions. As students advance in the program, they are presented with fewer constraints to solve complex problems, and we support personalized and innovative approaches to those solutions. We also actively teach project and time management toward meeting deadlines but also toward achieving better balance among school, work, and students’ personal lives.

We have, however, seen a decline in personal accountability (attendance, communication, professionalism, meeting deadlines, difficult students in a cohort), and an increase in anxiety among students (owing to imposter syndrome, mental health challenges, an increase in the need to work to support attending university) in the years since our last Program Review.

Learning on Your Own

Because graphic design as a discipline is so heavily centred on currency with software skills, we encourage student-led learning early on. While we do teach software directly in Years 1 and 2, by Year 3, instructors may touch on tutorials in class but are more likely to assign a video or pose a design challenge to be solved independently. Currency is embedded in the program and is inherent in the career: we actively focus on learning to learn over allowing a single tool to determine the success of a project. In the cohort, with dedicated studio time on larger projects, students typically share knowledge with each other, demonstrating techniques or sharing resources. At the time of writing, Graphic Design for Marketing is finding ways to incorporate Generative AI and AI flows into learning so that students can benefit from ease with organizing notes; checking citation styling; generating user personas; and other uses that move the adoption of GAI from the instructor to the learner.

Recommendations

2.2.1 Work with Teaching & Learning to develop program and cohort-specific tools, professional development or resources to address two current student challenges under “Resolving Issues or Other Problems”:

- Personal accountability
- The creative self and imposter syndrome combined with mental health challenges and self-regulation

2.3. Curriculum Assessment

The full curriculum map is provided in Appendix D.

Program Learning Outcomes

Re-written in June 2020:

1. Ideate and iterate design concepts using both analog and digital execution
2. Create design solutions based on research, market analysis, and client and end-user needs
3. Learn and apply industry-standard terminology and knowledge in areas that include the elements and principles of design, market analysis, typography, image-making, user experience design, and art direction
4. Research, analyze and articulate relevant knowledge on topics including contemporary design and technology, design history, media and popular culture, accessibility and intercultural communication in graphic design, and the influence of design in global communities.
5. Produce design strategies that integrate appropriate marketing and media channels.
6. Adhere to graphic design professional practices and codes of conduct with respect to ethics, sustainability, and cultural and social sensitivity.
7. Work as part of a collaborative team to meet project requirements while contributing to a positive studio culture.
8. Use and troubleshoot industry-standard technology and software to design for various types of media.
9. Edit, proof and prepare production-ready design files for print and digital outputs.
10. Develop professional competencies in the areas of time, project and stress management.
11. Deliver oral reports and project presentations that communicate clearly to diverse audiences.
12. Write reports, research papers, creative briefs, product specifications, and other types of business communications.
13. Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals.

Results of Curriculum Assessment

In Fall 2024, Graphic Design for Marketing faculty members completed a full curriculum map using thirteen current Program Learning Outcomes (PLOs) last updated June of 2020. We have captured the overall data in a chart below. Detailed notes are included for results requiring more context.

During this exercise, we noted one common challenge: several current Program Learning Outcomes are written densely, each one containing very specific information rather than capturing a more global program-level outcome. Because of this, individual faculty members often did not know whether they were in fact teaching to that PLO, either because they failed to meet the full criteria or failed to fully understand the intention of the PLO. The Program Learning Outcomes that were the most challenging for faculty when completing the Curriculum Map were PLOs **4, 6 and 11**.

While the PLOs themselves could be better constructed for clarity, we did agree as a faculty that they do, for the most part, capture the program's core competencies, with one notable exception: As part of the KSA exercise, we found that we hadn't explicitly accounted for rapid industry changes. With this in mind, we propose writing a new PLO, "Identify and pursue opportunities for career advancement to future-proof one's design practice."

While conducting the curriculum mapping exercise, faculty noted that there were several course learning outcomes (CLOs) that they were not teaching at all – typically because the CLO was outdated or overly specific as to the outcome. At the time of our last Program Review (we did a major curriculum overhaul and rewrite, launched in September 2021), we wrote each course with ten course learning outcomes. The current recommendation for a three-credit course is a maximum of five CLOs. We have noted CLO review as a recommendation – but with the caveat that another major reworking of the curriculum may be challenging due to time and capacity.

Our first recommendation, captured below, is to re-write our current Program Learning Outcomes based on the KSA (Knowledge / Skill / Assessment) exercise that three faculty members completed in September 2024, through a Teaching & Learning Program Review Kick-Off Workshop. We've included the initial draft of the revised PLOs in Appendix E.

In terms of overall % representation, if the 13 PLOs were broken out evenly, then we would see a rough percentage of 7.7% across the board. If we take out PLO 3 – which has a disproportionately high % representation and is weak as a standalone Program Learning Outcome, then we would see a shift in the overall distribution. It does make sense that Ideation (PLO 1), Producing design solutions (PLO 2), Research (PLO 4) and Production (PLO 9) are represented more fully (between 8 and 9.84%) as these four competencies form the foundation of every studio course; and that Portfolio would be less represented as it is a focused competency developed primarily in Years 3 and 4. In the recommendations below, we have focused on four Program Learning Outcomes that are unexpectedly disproportionate, both in overall %, and in I/D/A distribution, revealing scaffolding gaps.

PLO Number	% representation	I/D/A count	Comments
1 Ideation / Concept	9.76%	37 / 51 / 30	Our students typically become very good perpetual intermediates at concept development – the emphasis then shifts to execution in upper years. This I/D/A count reflects this.
2 Design solutions	9.59%	27 / 47 / 42	This PLO is written to combine both design solutions and research and market analysis – when these are, in fact, two separate skills. We don't think that the lower number of Introducing is accurate in this case – faculty did not note an I

PLO Number	% represent ation	I/D/A count	Comments
			when they couldn't match a CLO to include research and analysis.
3 Terminology	13.07%	66 / 64 / 28	Remove as a PLO – terminology can be included at the course learning outcome level, or within course materials
4 Research	9.84%	42 / 46 / 31	Faculty noted that they were unsure if they were in fact meeting this PLO because of the list of example topics. Research occurs readily at the Advancing level – the true distribution here is likely even across I/D/A.
5 Strategy	7.11%	15 / 43 / 28	This PLO is notable in that we emphasize marketing strategy as a core program differentiator and would expect to see an even distribution of IDA.
6 Codes of conduct	6.20%	12 / 40 / 23	This PLO is an example of misunderstanding among faculty as to whether they were teaching to this PLO (the emphasis on professional codes of conduct was too specific) – as a result, we don't believe this IDA count to be accurate
7 Team	5.96%	15 / 18 / 39	This PLO is notable in that strong team and collaborative skills are key to student success in industry. It makes sense that we would focus on direct instruction in the upper years in preparation for Mentorship and for the grad show (which is a cohort-level effort), but it's worth looking at where we can scaffold explicit instruction in Years 1 and 2.
8 Software	6.20%	16 / 35 / 24	In Graphic Design for Marketing, students learn 10+ pieces of software and typically become perpetual intermediates – here we see the stronger emphasis on Developing skills. Moving into 3 rd and 4 th -year, there is less formal instruction of software skills across courses – we focus on targeted skills only at the Advancing level.
9 Production	8.11%	30 / 35 / 33	This PLO could be better expressed by merging it with general technical skills including software.
10 Professional competencies	7.61%	18 / 31 / 43	This PLO is notable in that we devote a lot of time to prepare students in 4 th -year for their professional lives – where time, project and stress management are pivotal – but we could look more closely at scaffolding, especially at the Introducing level.
11 Presentations	4.80%	11 / 20 / 27	Here, we see a lower Introducing, but we can attribute this to students giving more frequent, low stakes project presentations in Years 1 and halfway through 2nd – as they grow their technical skills, we can then offer more structured methods for delivering information. This is also an example of a PLO that was written too specifically about the oral delivery of information – so much has changed in five years. We don't think that the lower overall % representation here is accurate.

PLO Number	% representation	I/D/A count	Comments
12 Writing	6.04%	20 / 17 / 36	This PLO is notable in that senior students are producing more complex forms of business and research writing and we see a notably higher emphasis on Advancing skills. We can look more closely at scaffolding at the I and D levels.
13 Portfolio	5.13%	12 / 17 / 33	Portfolio development for the purpose of getting a job is a more advanced skillset – while we do introduce and develop the curation and critique and self-evaluation skills needed to get to that portfolio, we spend the most time at an advanced level – capitalizing on existing student skills in writing and research (case studies), technical and software skills, and creative execution skills.

Recommendations

2.3.1 Rewrite **Program Learning Outcomes** based on the KSA formula; write for clarity and comprehension by students, faculty, and industry stakeholders. Review with Teaching & Learning.

2.3.2 **Focus CLOs**, editing down the list for each course to better meet Teaching and Learning's recommendation of 5 per 3-credit course.

3. Program Relevance and Demand

3.1. Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Survey results from faculty, alumni, and industry partners (Appendices F, G and H) indicate that the GDMA program learning outcomes remain highly relevant to the current needs of the discipline, particularly in foundational creative and strategic areas. Both alumni and industry confirm the continued strength of outcomes related to design research, creative problem-solving, and collaboration. Industry rated "Work as part of a collaborative team" as essential most often (70%). They also highly value the ability to "Create design solutions based on research, market analysis, and client/end-user needs" (50% essential).

Alumni indicated they are generally satisfied with the curriculum, with 93% either somewhat or very satisfied (Appendix G). Furthermore, 72% of students strongly agree that the curriculum is relevant to their career goals (with an additional 22% somewhat agreeing) (Appendix I). However, emerging technology and industry trends, and feedback from graduates and employers suggest that several areas require updated emphasis to maintain relevancy with the evolving profession.

The program offers a strong foundation in design and strategy. Alumni and industry respondents rate outcomes such as applying design principles, creating research-based design solutions, and developing comprehensive portfolios as highly relevant and essential to current practice. Collaboration and teamwork were also consistently identified as one of the most critical entry-level skills. Industry comments emphasized "good interpersonal skills," "team player" as vital to enhancing the studio environment. Comments on graduate readiness included:

- "Highly motivated to learn, ability to take constructive feedback and grow from it, contribute to a positive work environment, strong sense of self / confidence in abilities, contributes to internal conversations to help land an idea." (Industry)
- "I feel the program did a good job in communicating some of the most important elements of being a graphic designer - taking and applying feedback, exploring and pushing your skills, and presenting and taking ownership of your work." (Alumni)

The program's focus on marketing and strategy was also mentioned in the surveys, with one comment from a founder of an alumni-owned design agency noting, "The marketing / business aspect of the program is a key differentiator as students are not only able to be well prepared creatively, but also able to articulate and sell their ideas to prospective clients." (Industry/Alumni)

Two PLOs rated of lower priority, including "Write reports, research papers, creative briefs, product specifications, and other types of business communications" which received the lowest "Very relevant" score from alumni (36%) and the lowest "Essential" score from industry (8%), and "Research, analyze, and articulate relevant knowledge" which received only a 14% "Essential" rating from industry, though 50% of alumni still rated it as "Very relevant" to their career goals (Appendices G and H).

When it comes to writing skills, industry comments seem to contradict the survey scores, which might be explained by how the PLO was interpreted. While academic writing may not be relevant to the industry, comments identify a need for effective communication and copywriting skills. Writing for media content creation, marketing and advertising copy were all noted as assets. Industry comments include:

- "I have noticed a need for strong copywriting skills, which I love. These skills have proven to be highly relevant to my organization and my career in freelancing." (Industry)
- "Writing is super important. Some clients rely on designers to tease out what is the most important content for the reader or require copywriting to make the design work. ChatGPT doesn't cut it." (Industry)

A shift away from writing reports and essays has occurred organically with the rise of AI tools over the last couple of years. GDMA 2140, Popular Culture and Communication Design, a second-year Writing Intensive (WI status granted in 2022), focuses on a wider variety of short-form writing communications articulating perspective and voice over more traditional academic forms that emphasize objective distance and long-form investigation. There is also an opportunity to expand on the instruction on copywriting skills in the marketing-focused courses.

When looking at "Research, analyze, and articulate relevant knowledge," the industry survey results may have indicated it was not highly valued for entry-level designers, however, it could be argued that research, assessment and articulation are essential elements to a bachelor's program, as we prepare young people to effectively contribute to society. As we are supporting students to be resilient, agile and responsive to shifting technology, industry trajectory, and world events, the ability to access the validity of information and articulate an informed perspective will serve them in building lasting careers.

Emerging trends to be addressed in the curriculum

The open-ended comments from all three groups highlight trends currently driving the discipline that graduates should be prepared for. These are areas to note where PLOs might need expansion or deeper coverage to remain relevant:

- **Technology and Automation**
The overwhelming emerging trend identified by the discipline is Artificial Intelligence (AI). Moving forward, feedback indicates the need to prepare students to use AI efficiently and integrate it into design workflows as a tool for automation, research, ideation, and creating mock-ups. Industry professionals emphasize that designers need to understand how to leverage AI to work smarter, use prompting skills, and address the ethical concerns and potential risks of AI outpacing lower-level designers. This is something the faculty is proactively addressing, integrating agility with courses to look at emerging technologies in real time, including Generative AI (GAI).
- **Motion, Digital, Interactive Skills, UX/UI**
Alumni and industry identified motion graphics, basic animation, and video editing as needing more depth in the program. Currently, there is GDMA 2222: Video and Animation in the second year, followed by two courses focused on UI/UX in the third year. Opportunities to incorporate more motion graphics and video could be identified in courses and project deliverables throughout the curriculum. Industry also mentioned that Figma proficiency is becoming essential. Figma (a prototyping tool for UI/UX design that allows for real-time collaboration) has already been adopted into projects and collaborations in the program.
- **Freelancing/Business Knowledge and Professionalism**
Alumni noted that the program did not entirely prepare them for the unstable, competitive current realities of the design industry or the intricacies of freelancing/independent contracting,

which is becoming a more common path for new grads. Alumni found that the program's long project timelines do not reflect the much shorter, urgent pace of real-world industry projects, especially in the 4th year. This is useful feedback to guide content and projects in GDMA 4130 Small Business Essentials and GDMA 4230 Mentorship for Professional Practice.

Does the program have the connections to the discipline/sector needed to remain current?

Graphic Design for Marketing faculty are closely connected to industry in the Lower Mainland by virtue of past work experiences, connections through DesCan (Design Professionals of Canada), RGD (Association of Registered Graphic Designers) and through the Advisory Committee. In an ongoing effort to connect course learning outcomes to industry “real-world” outcomes, industry guests come in for talks and critiques, offering students perspectives on portfolio preparation, job and skills expectations and techniques. Some industry guests in 2025 include Zia Somjee and Brett Bolvin from ZAK, an alumni-founded design studio, and artist and design director Lisa Taniguchi (also an alumni of the program), who discussed career paths and strategies for designing one’s professional life beyond school.

In 2026, the Wilson School of Design will be hosting RGD’s Design Educators Conference in partnership with the GDMA program. The conference showcases leaders in design education and is connected to the Design Thinkers national conference, which happens twice a year. Faculty member Erin Ashenhurst set the theme for the 2026 Design Educators conference, and Michael Cober is currently working with a fourth-year student who is developing the conference branding. This is both a learning experience for the student in working with a real client and exposure for the program.

The program also has close ties with local cultural institutions and service providers through field trips and projects. Students in 2120 Print Technologies visit Porchlight Press, Metropolitan Printers, and Mitchell Press. Students in 1140 Graphic Design and Society visit the Vancouver Art Gallery, while 2140 Popular Culture do curatorial tours of the Polygon exhibits.

Future opportunities

The Graphic Design for Marketing Advisory Committee is composed of a mix of industry professionals, selected to represent the different areas of strength in the degree and the wide variety of jobs available to GDMA grads. The Advisory Committee meets twice a year, in Fall and Spring, to speak to issues related to the degree, and to industry trends and currency. Advisory members often participate in mentorship placements for fourth-year students. The Committee represents our closest ties to the graphic design industry as it unfolds in real time, helping us to be agile and responsive to industry shifts.

In putting together the committee, it can be challenging to engage busy professionals and get the right mix of expertise and personalities. As current members finish their terms, we are approaching more mid-career designers, particularly those working in interdisciplinary studios and in-house positions. As the industry evolves at a rapid pace, alumni of the program with five or more years of working experience may offer more relevant insights into the current technology and working experience our students can expect to encounter upon graduation.

Does the program include appropriate Indigenous content?

For the past five years, faculty member Michael Cober has been addressing Canada's colonialist past with his 3rd year project on Canada's Residential Schools. Informed by feedback from the first Indigenous National President of the Design Professionals of Canada (DesCan), Mark Rutledge, the project asks students to design an artifact on Residential School history that presents information in a way that is accessible, compelling, and suitable for public display. Students often report the emotional toll of engaging with such a difficult topic but overwhelmingly value the learning and growth they gain from the process. Many describe it as their most rewarding project—simultaneously their best, worst, favourite, and most hated assignment. Ultimately, this project underscores the potential of graphic design to inform, educate, and inspire empathy while addressing serious subject matter. Several of the designs from this project have won awards. Manesha Dulay's 'Reconciliation design' won the 2022 DesCan Foundation Ray Hrynkow national scholarship. Dulay wrote of her project:

"I wanted to address the injustices against Indigenous people and the intergenerational trauma that is ongoing. These feelings, combined with a powerful presentation by DesCan National President Mark Rutledge on the history and future of Indigenous people regarding Residential schools, moved me with the idea of reconciliation as it brought hope back into this subject."

Outside of Cober's course, students have taken up projects addressing such issues as design and Indigenous language. In 2024, student Elias Lemke won a Salazar Award for his capstone project *Panagraph*, focusing on the cultural preservation of endangered Salishan languages, including the correct use of həŋqəmiŋəŋ typography. Faculty member Matt Heximer is currently developing a typeface which also includes Indigenous character support with the help of a GDMA student research assistant. Heximer received 0.6% PD and support from Research and Design at the Wilson School of Design through their Natural Sciences and Engineering Research Council of Canada (NSERC) Mobilize Grant to attend a prestigious typeface design intensive program at Cooper Union's NYC campus in the summer of 2025, where he began conceptualizing the typeface.

In February of 2024, the Wilson School of Design welcomed their first Indigenous Designer in Residence, Pam Baker, who is Squamish and Kwakwaka'wakw. Her residency included workshops and class visits by both Baker and some of her talented associates specializing in weaving and carving. In GDMA, Baker worked with third-year students to explore indigenous imagery and illustration as a guest in the Packaging Design course. The students then created well-considered and impactful packaging for Baker's textile designs.

There are additional opportunities to integrate more Indigenous content in the first year of the program, particularly in *Graphic Design and Society 1 and 2*. These courses provide a survey of canonized design history. The second course, which focuses on diverse and contemporary cultural perspectives, would be an excellent place to collaborate with future Indigenous Designers in Residence.

Recommendations

3.1.1 Expand instruction in copywriting and content development: Integrate more structured opportunities for marketing, advertising, and media writing within marketing-focused ([GDMA 2230, 3230 Marketing Communications Design I & II](#)), social context ([GDMA 2240 Communication Design and Popular Culture](#), [GDMA 3140 Interactive Technologies and Society](#), and [4240 Contemporary Issues](#)), and studio courses.

3.1.2 Deepen integration of AI and emerging technologies: Continue and formalize the incorporation of AI literacy, ethical considerations [especially in social context courses](#), prompting skills, and AI-assisted workflows across ~~multiple courses~~ [studio-based courses](#).

3.1.3 Enhance preparation for freelancing and professional practice: Expand content related to freelancing, independent contracting, client management, professional resilience, ethics, inclusion, and accessibility, particularly in fourth-year professional practice courses. [Consider guest speakers from industry, including our advisory committee and alumni.](#)

3.2. Faculty Qualifications and Currency

What is the collective expertise available to deliver the program?

As noted in 1.2, the Graphic Design for Marketing program is currently taught by two regularized faculty members at 100%, two regularized faculty at 75%, and three part-time contract faculty members. The Program Chair supports the program with a 50%-time release. The collective experience of the faculty includes decades of creative leadership at top design agencies, ongoing design practice, active participation in the design community on local and national levels, and academic and applied research. The breadth and depth of expertise provided by faculty allow for the effective delivery of the program curriculum, preparing students for enduring careers in industry with valuable design and production skills, as well as durable skills in critical thinking, communication, and research. Faculty teaching the design principles and image and content development courses have extensive senior-level experience working with national clients on a wide variety of design projects, while the faculty members teaching in the social context courses hold an MA, MDes, and a PhD. Faculty teaching the marketing and business courses have each owned and operated their own design studios in addition to working with agencies.

Each faculty member is active in either design or design research and maintains currency in the industry through professional development. One faculty member regularly volunteers with DesCan and with the monthly event CreativeMornings, an international initiative to showcase creativity across disciplines. Another faculty member teaching media and technology courses is pursuing a master's in educational technology. In the summer of 2025, a faculty member attended a 5-week intensive in typeface creation at the prestigious Cooper Union in NYC. Another faculty member has presented research on design and public art at international conferences, most recently in London (2024) and New Orleans (2025). And another faculty member has been interviewed on CBC and other news outlets for this work, designing illustrative travel posters for the Tragically Hip. Through a GDMA faculty connection, the Wilson School of Design will be hosting the RGD Design Educators conference in May of 2026. The branding for this

conference is being designed by a fourth-year GDMA student with faculty mentorship. The student and faculty members will be attending both Design Educators and the connected RGD Design Thinkers conference, which attracts international speakers discussing current issues and the future trajectory of design.

Collectively, does the department have the expertise needed to deliver the curriculum?

Collectively, the Graphic Design for Marketing program currently has the expertise required to deliver its curriculum. The program has recently lost one full-time faculty member who was acting as Chair, as she is moving into an Associate Dean position. Of the three part-time contract instructors currently working in the program, one may be regularized in the next year. Looking ahead, if the program aims to expand projects focused on motion graphics, video, or complementary skills such as copywriting, these areas could be addressed through targeted professional development for existing faculty or by bringing in NR1 instructors to teach individual courses. In the case of motion graphics and animation, instruction would ideally be led by practitioners actively working in those fields; however, it can be difficult to find professionals who are able to commit to a full semester of teaching alongside an active, often full-time practice. Capilano University's IDEA program addresses this challenge by hiring guest instructors to lead three- and four-week workshops on specialized topics. A similar model could be explored within GDMA as a flexible way to access highly relevant expertise from industry professionals who may not otherwise be able to commit to semester-long instruction.

Faculty Qualifications and Currency Profile are presented in Appendix J.

Recommendations

3.2.1 Encourage ongoing professional development including in expanding capacity in motion graphics, video and animation: Maintain and expand support for faculty professional development in areas such as emerging technologies, educational technology, design research, and specialized creative practices.

3.2.2 Explore flexible instructional models: Investigate short-term workshop or guest-instructor models (e.g., 3–4-week intensives) to bring in specialized industry expertise without requiring full-semester commitments.

3.3. Student Demand

Who takes the program?

According to the Administrative Data Report (see Appendix B), the GDMA program is taken primarily by young, predominantly female-identifying students who are seeking a professional, career-oriented design education that prepares them for work in the creative industries. In the 2024/25 academic year, the program enrolled 89 students—a 6% increase since 2020/21—reflecting steady demand. Women represent the majority of the cohort, at 70% of students in 2024/25, a proportion that has remained

consistently high over the past five years. The program also attracts a largely early-career demographic, with 73% of students aged 22 or younger, a trend that has fluctuated only slightly between 71% and 76% over the same period.

While international students account for a smaller share of enrolment at 10%, this group has grown from just 4% in 2020/21, even though their representation remains lower than what has been the KPU undergraduate population overall (13% in GDMA courses compared to what has been 32% across KPU). With the new caps on international student enrolment in 2024, we expect our number of international students will remain low. The international students who were admitted into our Fall 2025 cohort were not granted visas and were unable to attend the program.

Graduate outcomes offer insight into why students pursue GDMA with 91% of graduates reporting that their studies are useful in their current positions, 88% hold jobs in related fields, and satisfaction with both the program (91%) and quality of instruction (95%) is consistently high. Together, these indicators suggest that students choose GDMA because it offers a relevant, high-quality curriculum that supports strong employment prospects, blending creative development with market-focused design training that resonates with students who are eager to enter the field. Anecdotally, students have described their own high school interests in visual art and design as having conflicted with their parents' wish for them to study business, and the GDMA program meeting the needs of both parties. Current students have discussed how social media has built their interest in the marketing side of content creation and a desire to understand entrepreneurship in the growing gig economy.

Is demand for the program sustainable?

Over the past five years, student numbers have remained stable with a 6% increase, rising from 84 students in 2020/21 to 89 students in 2024/25. The program has maintained a consistent share of this market, enrolling between 10% and 12% of students province-wide indicating sustained demand despite increased competition and growth at larger institutions (competitive landscape includes graphic and communication programs at Emily Carr University of Art + Design, Capilano's IDEA program, University of the Fraser Valley, among others as seen in Exhibit 5 of Appendix B). Class size and fill-rate data indicate that the program is being delivered with efficiency. Our average of 18.8 seats filled per class is in line with the Wilson School of Design average of 19.4. The Fall 2024 fill rate of 83% aligns with this trend, however, our cohort in Fall of 2025 had lower numbers due to international student visas being denied.

One of the primary areas that has been identified in the past for improving sustainability is international enrolment. Increasing international participation was previously presented as the answer to enhancing a program's financial sustainability without compromising its pedagogical strengths or student experience. With the new caps on international student enrollment, this avenue is no longer an option. In addition, as these caps have affected all post-secondary institutions in the region, there is increased competition for domestic students, resulting in maneuvers by other design programs to capture future students, including lowering entry requirements and increased marketing efforts. Currently, there is an urgency for the GDMA program to be supported with effective marketing and recruiting strategies to maintain its high fill rate.

Does the program have the capacity to meet demand?

The GDMA program currently has sufficient capacity to meet student demand. Enrolments in graphic design-focused degree programs across B.C. have increased steadily over the past five years, growing from 684 students in 2020/21 to 839 students in 2023/24. Shorter graphic design programs (certificates and diplomas) across BC have grown substantially, rising from 147 enrolments in 2019/20 to 197 in 2023/24.

The GDMA program may consider offering a diploma program drawing on offerings from the first two years of the current degree. This would not only test the wider interest in the option for a shorter program but also increase flexibility for current students who may want to diversify their experience at KPU with other areas of study. An exit point after two years would open seats for students transferring into third year from Langara's Design Formations program or FDI. This would be a very small number of students (typically 1-3 per year), however, still be meaningful for those few.

Does the program have effective outreach to ensure demand?

The Wilson School of Design and the faculty members of the GDMA program have been actively pursuing several avenues of community outreach to help promote the program. Most directly, WSD hold multiple info sessions offered both online and in-person. In October of 2024 and 2025, the School hosted an event called Creative Connections featuring info sessions and campus tours. Members of GDMA participate annually in National Portfolio Day, which was hosted at WSD in 2022 and 2023, and at Emily Carr University in 2024 and 2025. GDMA will be hosting a workshop during Discovery Day on Richmond campus in February of 2026, and faculty continue to make high school visits to present directly to students in visual arts and yearbook-related classes. These visits do help create quality connections to small groups of students; however, faculty have reported that high schoolers they spoke with have often already encountered social media marketing from schools such as Emily Carr and made up their minds based on that content.

In an effort to build a more relevant online presence in addition to the KPU website, the WSD has developed a microsite, [This is Wilson](#), along with an active WSD Instagram account and a GDMA Instagram account to promote the fourth-year cohort's Grad Show campaign. These platforms allow for more promotion of GDMA-specific issues, such as award-winning student projects. Ideally, we would be able to build out the This is Wilson site to integrate more information about our curriculum. It is the current view of Marketing that the microsite is not allowed to duplicate any content from the KPU site, however we hope this position changes in the future so the full potential of the micro site as a recruitment tool can be effectively explored.

Winning student-focused industry awards has been a consistent method of program promotion to potential mentors and industry partners. Since 2020, Graphic Design for Marketing students have received over 175 awards, including both wins and honourable mentions. In 2025 alone, students won a total of 51 awards across 18 different categories. At the World Brand Design Awards, three students took home a collective 11 awards. During the recent Salazar Awards, Wilson students swept all four categories. They received 7 out of 10 possible honourable mentions. At the Jim Rimmer Scholarships, GDMA students won one of the two main awards and three of the five honourable mentions. Notably, 2025 GDMA grad Rowena Huang won the Jim Rimmer Award for a second time—an accomplishment that has only happened once before. All of these provincial, national, and international awards grow and maintain the reputation of the program as producing highly skilled, critically minded and socially aware students who go on to make meaningful contributions to the design industry.

In a recent meeting with our Advisory Committee (November 2025), we explored the possibility that the name of the program is no longer effectively reflecting the industry landscape. With professional organizations such as Design Professionals of Canada (DesCan) changing its name from Graphic Designers of Canada, we would like to explore if the term 'graphic' still describes what the program is offering. Some competing programs use terms like 'communication design' and 'visual design'. While we feel the 'marketing' aspect is a solid differentiator, we would like to look at how the program name can remain applicable and competitive in the contemporary climate.

Recommendations

3.3.1 Enhance digital and social media outreach to strengthen domestic student recruitment:

Explore ways GDMA-specific content can be spread across social media platforms (Instagram, microsites) to meet prospective students where they are making decisions.

3.3.2 Advocate for greater flexibility in microsite content: Work with institutional Marketing to allow the *This is Wilson* microsite to include more detailed curriculum and program-specific information to better support recruitment.

3.3.3 Explore alternative credential pathways: Investigate the feasibility of a diploma option drawing from the first two years of the degree to accommodate small numbers of students seeking shorter or more flexible pathways.

3.3.4 Review program naming and positioning: Explore whether the current program name continues to reflect contemporary industry practice, while retaining “marketing” or similar as a key differentiator.

4. Effectiveness of Instructional Delivery

4.1. Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the PLOs?

Faculty and alumni consistently rated the program as highly effective in providing opportunities to develop most PLOs, particularly those related to concept, strategy, and communication. Feedback from Alumni mentioned the program's supportive environment where learning occurs through project work based on experimentation and exploration, utilizing feedback to refine projects.

Alumni comments noted that students are expected to develop some technical basics, such as software knowledge (Adobe Creative Suite), on their own time. Because students are entering the program with varying software skills, the program does not emphasize software instruction in favour of spending more time developing conceptual and critical thinking in the creative process. This is an intentional decision since there are many resources available for students to learn software basics in order to catch up as discussed in 2.2. Other comments noted a deficiency in motion graphics, video, and web/app design. These are all skill areas we would like to strengthen in the program through focused project work in existing courses.

The data also points to opportunities to further enhance students' preparation in several industry-important areas. Professional competencies such as time, project, and stress management are introduced, but could be more intentionally developed. Similarly, professional writing and business communication skills, including creative briefs and reports, come up as areas that would benefit from more consistent and structured opportunities for practice and feedback across courses. Ethical, sustainable, and culturally responsive design practices are addressed to a moderate extent, and faculty feedback suggests that these topics could be more systematically embedded throughout the curriculum to reflect industry expectations around accessibility, inclusive design, and professional conduct. Looking to the possibility of lunch and learn workshops by Advisory Committee members or other professions could be an effective way to bring attention to the relevant practices.

Are appropriate experiential learning opportunities provided to help student acquire the learning outcomes?

Yes, the program provides a wide range of appropriate experiential learning opportunities (ELOs) that support students in acquiring the program learning outcomes, with experiential learning embedded throughout the curriculum rather than confined to a single course. Instruction is grounded in project-based learning, with students engaging in authentic, complex design projects that emphasize experimentation, exploration, and hands-on problem-solving relevant to real-world scenarios. This approach culminates in a final Capstone project and is further supported by guest speakers, studio visits, and industry engagement, all of which help connect classroom learning to professional practice. Beyond core coursework, students have access to multiple forms of experiential learning — most notably, a three-week mentorship in the final semester of the program, as well as work-integrated projects with industry or community partners, and applied research opportunities as Research or Student Assistants.

Mentorship, in particular, is highly valued, with 86% of participating students reporting strong learning impact, and industry partners confirming that students are well prepared to work in professional environments. In addition, course-based partner projects involved 27% of students and work-integrated projects outside of courses engaged 44% of alumni (Appendices G and I). Although fewer students

participate in applied research, those who do report very high learning value. Encouraging more students to pursue Student Research and Innovation Grant (SRIG) opportunities could further involve students in research beyond the classroom.

From the Student Survey results (Appendix I):

To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
Strongly disagree	0%
Somewhat disagree	3%
Neither agree nor disagree	0%
Somewhat agree	43%
Strongly agree	53%
Total number of respondents	30

Quantitative data indicates that these opportunities are largely sufficient and effective in supporting learning outcomes: 96% of students and 84% of alumni agree that the program provides enough opportunities for practical application, and participants consistently report that ELOs contribute to learning to a large extent (Appendices G and I). However, despite this overall strength, the limited duration of formal work placements is not ideal. Students, alumni, and faculty consistently note that the current practicum or internship period—typically three weeks—is too short to provide full industry immersion. The program has tested several formats for the mentorship, however the three weeks have proven the most sustainable. Mentorship is placed at the end of the program to ensure students are most ready to perform as professionals. Having it close to graduation also allows companies to more easily hire students once the semester has finished, which happens on occasion. Unfortunately, the final semester is also when students are working to refine their portfolios and are immersed in preparation for the grad show, including school-wide branding and campaign development. Being away for longer than three weeks could be overly disruptive, resulting in other projects suffering. Other complications include competition for student placements from other programs such as Capilano University’s IDEA program. At this time, the three-week model is our best option given these challenges.

Are appropriate opportunities provided to help students acquire the essential skills?

Overall, the program provides appropriate and effective opportunities for students to acquire most of the essential skills required for success in design and professional practice, with strong positive responses across students, alumni, and faculty. Development of *analyzing and thinking critically* is particularly robust, with 70% of students, 58% of alumni, and 67% of faculty reporting development to a large extent (Appendices F, G, and I). Similarly, *learning on one’s own* is well supported, with 67% of students and 50% of both alumni and faculty indicating strong development. *Working effectively with others* also shows solid outcomes, reported by 57% of students, 50% of alumni, and 67% of faculty, reflecting the program’s emphasis on collaborative and project-based learning. Other essential skills, such as *resolving issues or problems* (47% of students, 58% of alumni) and *speaking effectively* (37% of students, 50% of alumni), demonstrate moderate to strong development overall. Faculty consistently emphasize the program’s focus on iterative design processes, critical analysis, and teamwork, which aligns closely with student perceptions and helps explain the high levels of positive responses in these areas.

The data also identifies areas for improvement, most notably again in writing clearly and concisely, and in reading and comprehending material. Students and alumni report more limited development in both areas and faculty note the need for greater emphasis on university-level reading and analysis, particularly in the upper years. Anecdotally, faculty have found students are more resistant to longform reading of any kind, seeking out content in video and audio sources. With the 2022 introduction of a WI course in the second year of the program, we have been able to more intentionally implement writing practice, however opportunities for writing and reading more challenging material can be explored across the curriculum.

Does the program design ensure students are prepared for subsequent courses?

The surveys indicate that the program design is largely effective in preparing students for subsequent, more advanced courses, with a strong majority of students, alumni, and faculty expressing confidence in the prerequisite structure. Among current students, 80% either *strongly agree* (30%) or *somewhat agree* (50%) that prerequisites prepare them well for advanced coursework (Appendix I). This positive assessment is echoed by alumni and faculty, with 66% of each group reporting agreement (Appendices F and G). These results suggest that the sequencing of courses generally provides students with the knowledge and skills needed to progress successfully through the program.

While overall perceptions are positive, the feedback also highlights opportunities to further strengthen preparation. Some alumni expressed neutral views, highlighting concerns about the delivery of foundational technical skills. Alumni and students reported needing to independently develop their core software competencies—particularly in InDesign, Illustrator, and Photoshop. While self-directed learning can present a challenge, it is necessary to move forward in early skill courses for some students to work to bring up their skill levels to the class average. These students are supported through additional videos and tutorials, allowing for the course to progress at a pace that works for the class majority as discussed in 2.2.

Does instruction meet the needs of diverse learners?

Instruction in the Graphic Design for Marketing (GDMA) program largely meets the needs of diverse learners and is viewed very positively by students, alumni, and faculty. Satisfaction with instructional quality is high across all groups, with 73% of students, 83% of faculty, and 58% of alumni reporting they were *very satisfied* with the instruction they received (Appendices F, G and I). Faculty are confident that teaching approaches accommodate multiple learning modalities, with 100% *somewhat* or *strongly agreeing* that instruction addresses varied learning styles. Students share this perception, with 73% *strongly agreeing* that instructors accommodate their learning needs. Instruction is also widely regarded as effective and current: 86% of students agree that course materials are presented clearly, and 94% agree that content reflects current developments in the discipline.

Feedback highlights several strengths that support diverse learners, including small class sizes, personalized one-on-one feedback, and a supportive, approachable teaching culture. Students and alumni consistently note that instructors take time to understand individual needs and that the diversity of teaching styles across faculty helps accommodate different ways of learning. Faculty members' extensive industry experience further strengthens instruction by grounding learning in practical, real-world contexts, while tools such as Slack help reduce barriers to asking questions and seeking support.

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

A key strength of the program is the breadth of assessment methods used. There is near-unanimous agreement across all respondent groups that the range of assessments enables students to demonstrate what they have learned, indicating strong alignment between assessment design and intended learning outcomes. Faculty unanimously agree that assessment methods support course and program learning outcomes, reinforcing the view that assessment practices are conceptually well aligned. In addition, instructor feedback is widely viewed as valuable, with 90% of students and 72% of alumni agreeing that feedback supports their learning (Appendices G and I).

Assessment Alignment and Effectiveness (Survey Results) (Appendices F, G and I):

Assessment Component	Students (% Somewhat/Strongly Agree)	Alumni (% Somewhat/Strongly Agree)	Faculty (% Somewhat/Strongly Agree)
Range of assessments lets students demonstrate learning	93%	100%	100%
Information on how students will be evaluated is clear	76%	63%	100%
Assessment standards are consistent	77%	45%	66%
Instructor feedback is useful	90%	72%	N/A

At the same time, the findings reveal alumni dissatisfaction related to the consistency of assessment standards and the clarity of assessment information. These issues suggest that while the *design* of assessment is largely appropriate, aspects of *implementation* would benefit from more standardized communication about evaluation criteria to ensure that students can reliably understand expectations.

Recommendations

4.1.1 Strengthen motion, video, and interactive skill development: Integrate more focused project work involving motion graphics, video, and basic web/app design across existing courses to respond to alumni and industry feedback.

4.1.2 Reinforce essential academic skills across the curriculum: Identify additional opportunities to support reading comprehension and writing development in upper-year courses, responding to consistently lower scores in these areas.

4.1.3 Systematically embed ethics, sustainability, and cultural responsiveness: More explicitly integrate ethical practice, accessibility, inclusive design, and sustainability across the curriculum rather than addressing them in isolated courses.

4.1.4 Leverage industry-led workshops and informal learning opportunities: Explore “lunch and learn” sessions or short workshops led by Advisory Committee members or industry professionals to reinforce professional practices and emerging topics.

4.1.5 Improve clarity of assessment communication: ensure courses include clear evaluation criteria in project briefs

4.2. Student Success

Are students performing satisfactorily in courses?

An analysis of grade distribution, DFW rates, and repeat rates indicates that student performance in the GDMA program aligns well with the Wilson School of Design averages. Overall, the data shows strong student success, high course completion rates, and consistent academic performance, suggesting that grading and assessment practices are functioning effectively and do not raise concerns.

The GDMA program demonstrates particularly strong outcomes in DFW rates. Across the academic years reviewed, the program’s DFW rate has remained consistently low at 2–3%, compared to the WSD Faculty average of 3–4%. In the most recent year (AY 24/25), GDMA recorded a DFW rate of just 2%, while the School average was 4% (Appendix E). Repeat rates are also low with GDMA’s repeat rate remaining at 0–1% over the five-year period, compared to a slightly higher School rate of 1–2%. This minimal need for course repetition shows that students are progressing through the program efficiently and are generally well prepared to meet course requirements.

Grade distribution data also supports the conclusion that GDMA aligns closely with WSD norms. In AY 24/25, the mean grade for GDMA courses was 3.48, nearly identical to the WSD Faculty mean of 3.49 (Appendix E). Additionally, GDMA courses awarded a slightly higher proportion of strong passing grades, with approximately 77% of cumulative seats earning a B+ or higher, compared to about 76% at the School level. This pattern shows consistent academic achievement without evidence of grade inflation or misalignment with WSD standards.

Are students making satisfactory progress in the program?

The GDMA program is graduating the majority of students as expected for a limited-intake, prescribed program, with recent trends indicating particularly strong outcomes. Over the five-year period from 2020/21 to 2024/25, the number of graduates has fluctuated modestly, ranging from a low of 15 graduates in 2023/24 to a high of 22 graduates in 2024/25 (Appendix E). The most recent academic year recorded the highest number of graduates in the period under review.

Our graduation numbers align well with program expectations. The GDMA program maintains a stable headcount of approximately 80–89 students across all four years of study, with an annual cohort size of roughly 20–22 students in a prescribed, full-course-load structure. The average of approximately 19 graduates per year is consistent with high retention and timely completion, particularly given normal variations such as part-time study, leaves, or extended completion timelines.

For those students who do not complete the program, reasons for withdrawal are not recorded; however, anecdotal evidence provided by faculty suggests that individuals are experiencing mental health issues and other external challenges and are not leaving the program due to academic difficulty or dissatisfaction. Graduate satisfaction is very high, with 91% of alumni reporting satisfaction with the education they received and 95% rating the quality of instruction positively.

While students who remain enrolled are succeeding academically and moving through the program as intended, we are interested in looking into options that allow for more flexibility. Creating specialized programs for those students who do fall behind adds major complication to scheduling. Also, many GDMA students are necessarily working part-time (and in some cases almost full-time) while taking the prescribed full-time course load. Moving forward, we would like to explore additional opportunities for online course delivery and establishing a diploma option from the first two years of the program.

Are graduates of the program successful?

All available evidence indicates that graduates of the GDMA program are successful, well prepared for professional practice, and positively positioned within the design industry. Data from alumni surveys and graduate outcomes demonstrate strong employment relevance, high levels of satisfaction, and clear alignment between PLOs and graduates' career pathways.

Graduate employment outcomes are strong. Among surveyed alumni (2020–2024), 86% are currently employed, and 88% of those employed report working in roles related to their studies (Appendix E). Graduates are working in a range of professional positions that reflect the program's objectives, including Visual Identity Designer, Environmental Graphic Designer, Studio Graphic Designer, and UX/UI Designer. Employment patterns also reflect the realities of contemporary design practice, with graduates securing full-time positions (63%) as well as contract (25%) and self-employed (13%) work, demonstrating flexibility and adaptability across a diverse labour market (Appendix G).

Ninety-one percent of Alumni report that the program is useful in their current position, and 89% agree that the program prepared them well for entry-level employment (Appendix G). Alumni feedback indicates strong success of the key PLOs. Graduates report high levels of preparedness in developing professional portfolios (100%), creating research-informed design solutions (93%), applying industry-standard terminology (100%), and producing design strategies that integrate marketing and media channels (100%). Essential skill development meets the Ministry benchmark overall (88% vs. ≥85%), with particularly strong outcomes in speaking effectively (97%), working effectively with others (95%), and

critical and analytical thinking (95%) (Appendix E). These results show the program's effectiveness in preparing graduates for collaborative, professional, and strategic roles.

A relatively small proportion of graduates (8%) pursue further education after completing the program (Appendix E). When they do, further studies are closely aligned with the discipline—such as certificates in UI and UX design—suggesting that graduates are strategically building on their existing qualifications.

Considerations Moving Forward

While graduate outcomes are largely positive, the data suggest opportunities for continued improvement. The reported unemployment rate of 8.6% is slightly above the Ministry target, which may reflect the competitive nature of the design industry (Appendix E). Future-proofing the program is key. With rapid technological changes and shifts in the landscape of the profession, GDMA needs to maintain consistent vigilance in incorporating emerging technologies and new practices into skill development and project work. This need is expressed in recommendations covered in other chapters (see recommendations 3.1.2, 5.1).

5. Resources, Services, and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

The faculty and student surveys indicate that the program generally has adequate library resources. Students report satisfaction with online resources such as journal articles (70%) and eBooks (53%) (Appendix I). The surveys did reveal that many students are not looking to the library for program-related research support or using the library study guides. This is likely because Moodle and Slack allow faculty to post course resources online rather than relying on the library subject guides, however, these could be revisited to maintain relevance.

Slack continues to be a valuable tool for communication and distribution of resources and information for faculty and students. A faculty comment notes that it "reduces barriers to ask for help" and "reduces power dynamics." Slack is also widely used in the industry for collaboration, and so its use in the program prepares students for future work environments. An alumni comment suggests starting an Alumni Channel on Slack to allow graduates to keep in touch — this is something to investigate, since something of this nature would give the program an effective way to track alumni and keep in contact.

Does the program have the specialized technology needed to deliver the curriculum?

The program appears to have the specialized technology needed to effectively deliver the curriculum. Faculty indicated that key equipment meets program needs, rating the black-and-white plotter as serving the program *very well* (80%), and the colour plotter as meeting needs *very well* (50%) or *extremely well* (17%) (Appendix F). Alumni feedback further supports this, noting that the resource room, 3D printing facilities, and the downstairs lab provide valuable specialty equipment. In addition, students gain a solid software foundation through training on industry-standard tools such as Adobe and Dropbox.

To best prepare our students, the program is constantly adapting to changing industry trends and technology. In the spring of 2025, instructor Michael Cober was able to purchase two Apple Vision Pro sets to explore virtual reality in his courses thanks to a grant from KPU's Teaching and Learning. Emerging technology can be costly and difficult to keep up with. With advances in Artificial Intelligence, the costs of subscriptions to software and other digital and hardware-based tools may be a challenge moving forward. Funding sources such as instituting a program-level lab fee, or asking for broader support from Teaching and Learning could be investigated. Seeking input from the Advisory Committee on emerging technologies may provide guidance and clarity for avenues of exploration and essential purchases.

Does the program have the facilities needed to deliver the curriculum?

Students expressed high satisfaction with the dedicated Monitor lab/classrooms, with 73% reporting they were *very satisfied* with room 2950 and 57% satisfied with room 2910 (Appendix I). The purpose-built Wilson School of Design, constructed in 2017, has been a major benefit for the program. The shared resources in the building and in our GDMA classrooms are highly rated by students and faculty. The primary challenge is ensuring that instructional design and emerging technical needs fully utilize the specialized equipment available. Students report low engagement with resources like the laser cutter and photography lab, which could be more intentionally worked into course projects.

Does the program have the other support services needed to deliver the curriculum?

The survey data reveals that utilization of key support services is moderate to low among students, but faculty generally rate them as helpful when used. Advising shows the highest student satisfaction (40%) and lowest "Have not used" rate (40%) among the listed services (Appendix I). This is likely due to the

prescriptive nature of the program, where required courses make up most of a student's schedule and there might not be a need to visit advising if a student is successfully advancing through the program.

Alumni suggested that KPU should provide a way for alumni to stay connected:

- “KPU has platforms for alumni (Job Fairs etc) but these are usually quite generalized with a lean towards trades, not design. The Wilson School of Design, especially GDMA, should provide a way for alumni to stay connected with the school and find networking and job opportunities more easily - some kind of online platform, newsletter/mailling list, design-focused job fairs, or other connected network with instructors, alumni, and industry connections.”

Beyond a LinkedIn group, we do not have a communication platform with alumni on a program level, and so this supports looking into a Slack Channel or similar tool. Many of our graduates have found success in the design industry and have become valuable resources to the program by attending capstone presentations and providing feedback, delivering workshops and presentations, and serving as in-class speakers. It would be advantageous to maintain contact more deliberately and reliably.

Recommendations

5. Alumni Engagement: Investigate launching an alumni-focused Slack channel or similar platform to support ongoing connection, networking, mentorship, and alumni tracking. Also consider how to build more structured pathways for alumni participation in critiques, capstone reviews, workshops, and guest lectures to strengthen program–industry connections.

5.1 Encourage pedagogical use of emerging technology: Build on initiatives such as VR exploration (e.g., Apple Vision Pro) by identifying meaningful curricular applications that align with learning outcomes. Also, monitor rising costs associated with AI tools, software subscriptions, and emerging technologies, using Advisory Committee input to guide priority investments. This recommendation requires faculty training and access to PD (time and funding) to access and build expertise in new technologies.

5.2 Improve student awareness of support services: Increase communication around available student support services, clarifying when and how these services may be useful even within a prescriptive program structure.

6. Conclusions and Recommendations

6.1. Summary of Program's strengths, weaknesses, opportunities, and challenges

The GDMA program's core strength lies in its integration of graphic design with marketing and business thinking, producing graduates who are not only strong visual communicators, but also strategically minded. High instructional quality, close faculty–industry connections, small class sizes, and experiential learning contribute to professional readiness, and national and international recognition.

Areas requiring improvement centre on clarity and scaffolding within Program Learning Outcomes, the need to strengthen reading and writing skills as well knowledge of professional ethics in the upper years. The program also faces structural challenges in integrating emerging technologies more rapidly and enhancing preparation for freelance and contract-based careers within an increasingly competitive design industry.

Strengths

- **Relevance of the Curriculum:** The program's key differentiator is the strong integration of graphic design with marketing, strategy, and business, positioning graduates as both communication designers and strategic business consultants. The curriculum is widely described as well-rounded and directly relevant to career goals. Industry partners value graduates' ability to develop design solutions grounded in research, market analysis, and end-user needs.
- **Quality Instruction and Faculty Expertise:** Instructional quality is consistently rated highly. Faculty maintain connections with industry and offer extensive industry experience, bringing practical, current perspectives into teaching and assessment.
- **Supportive Learning Environment and Student Success:** Small class sizes enable meaningful individual feedback and foster a collaborative, supportive learning culture. Academic performance is strong, with consistently low DFW and repeat rates.
- **Experiential Learning and Industry Engagement:** Experiential learning is embedded throughout the curriculum, with Mentorship and industry participation contributing to students' professional readiness and industry awareness.
- **Skill Development and Recognition:** Students demonstrate strong development in critical thinking and collaboration skills, as well as skills such as adaptability, resilience, and empathy. GDMA students regularly receive provincial, national, and international awards, building the reputation of the program.

Weaknesses

- **Student Wellness and Professional Acumen:** Faculty have observed a decline in personal accountability, an increase in anxiety, imposter syndrome, and mental health challenges among students.
- **Refinement to Program Learning Outcomes and Delivery:** Several Program Learning Outcomes (PLOs) are written densely, leading to confusion among faculty and potential gaps in scaffolding for core skills like professional writing.
- **Mentorship format and scheduling:** The three-week **mentorship period is short** to provide full industry immersion. This mentorship is currently placed during the spring semester of fourth year making a longer format impractical. There is also competition from other programs for industry placement, further complicating scheduling.

- **Reading and Writing:** Students and alumni surveys report low development in reading and comprehending complex material. A need for more complex readings in the upper years of the program.

Opportunities

- **Additional Integration of Emerging Technologies:** Expand on instruction and project work focused on motion design, animation, video production, and advanced UI/UX. Artificial Intelligence and Generative AI represent a significant opportunity to integrate AI literacy, ethical frameworks, prompting skills, and AI-assisted workflows across courses.
- **Expanded Career and Professional Preparation:** Strengthen support for freelancing, independent contracting, networking, and career sustainability, including the potential development of alumni networks.
- **Industry Collaboration:** Industry partners show high interest in deeper engagement, with 88% expressing interest in participating in student projects. Explore potential for lunch-and-learn presentations or workshops with current and in-coming advisory committee members.
- **Curricular Flexibility:** Exploring a diploma exit option after the first two years could attract students seeking shorter or more flexible credentials. Short-term workshops or modular teaching models could allow the program to bring in specialized industry expertise without requiring full-semester commitments.

Challenges

- **Recruitment and Program Positioning:** Declining domestic applications, combined with caps on international enrolment, intensify competition with other design programs. The current program name may no longer fully reflect the evolving scope of the discipline, posing a challenge for recruitment and external perception.
- **Industry Volatility and Employment Competition:** Graduates face an increasingly competitive design industry, with fewer entry-level agency positions and greater reliance on contract and freelance work. In addition, the rise of AI tools and platforms such as Canva risks devaluing entry-level design work, increasing expectations for designers to perform multiple roles.
- **Student Anxiety around Workload:** The program grapples with balancing student stress and anxiety around course project deadlines while also preparing students for the tight timelines and rapid pace of professional practice.
- **Lack of Agility within the University Structure:** The adoption of new technologies, the hiring of guest instructors or provision of honorariums for guest speakers, and the development or revision of courses all require lengthy approval and procurement timelines, which makes it difficult to respond quickly to a rapidly evolving industry and to remain competitive with more agile programs.

6.2. Recommendations

The following table presents the recommendations resulting from the program self-study.

Recommendations

Curriculum Review

2.2.1 Work with Teaching & Learning to develop program and **cohort-specific tools**, professional development or resources to address two current student challenges under “Resolving Issues or Other Problems”: Personal accountability, the creative self and imposter syndrome combined with mental health challenges and self-regulation.

2.3.1 **Rewrite Program Learning Outcomes** based on the KSA formula; write for clarity and comprehension by students, faculty, and industry stakeholders. Review with Teaching & and Learning.

2.3.2 **Focus CLOs**, editing down the list for each course to better meet Teaching and Learning’s recommendation of 5 per 3-credit course.

Program Relevance and Student Demand

3.1.1 **Expand instruction in copywriting and content development:** Integrate more structured opportunities for marketing, advertising, and media writing within marketing-focused ([GDMA 2230, 3230 Marketing Communications Design I & II](#)), social context ([GDMA 2240 Communication Design and Popular Culture](#), [GDMA 3140 Interactive Technologies and Society](#), and [4240 Contemporary Issues](#)), and studio courses.

3.1.2 **Deepen integration of AI and emerging technologies:** Continue and formalize the incorporation of AI literacy, ethical considerations [especially in social context courses](#), prompting skills, and AI-assisted workflows across ~~multiple~~ [studio-based](#) courses.

3.1.3 **Enhance preparation for freelancing and professional practice:** Expand content related to freelancing, independent contracting, client management, professional resilience, ethics, inclusion, and accessibility, particularly in fourth-year professional practice courses. [Consider guest speakers from industry, including our advisory committee and alumni.](#)

3.2.1 **Encourage ongoing professional development including in expanding capacity in motion graphics, video and animation:** Maintain and expand support for faculty professional development in areas such as emerging technologies, educational technology, design research, and specialized creative practices.

3.2.2 **Explore flexible instructional models:** Investigate short-term workshop or guest-instructor models (e.g., 3-week intensives) to bring in specialized industry expertise without requiring full-semester commitments.

3.3.1 Enhance digital and social media outreach to strengthen domestic student recruitment:

Explore ways GDMA-specific content can be spread across social media platforms (Instagram, microsites) to meet prospective students where they are making decisions.

3.3.2 Advocate for greater flexibility in microsite content: Work with Marketing to allow the *This is Wilson* microsite to include more detailed curriculum and program-specific information to better support recruitment.

3.3.3 Explore alternative credential pathways: Investigate the feasibility of a diploma option drawing from the first two years of the degree to accommodate small numbers of students seeking shorter or more flexible pathways.

3.3.4 Review program naming and positioning: Explore whether the current program name continues to reflect contemporary industry practice, while retaining “marketing” or similar as a key differentiator.

Effectiveness of Instructional Delivery

4.1.1 Strengthen motion, video, and interactive skill development: Integrate more focused project work involving motion graphics, video, and basic web/app design across existing courses to respond to alumni and industry feedback.

4.1.2 Reinforce essential academic skills across the curriculum: Identify additional opportunities to support reading comprehension and writing development in upper-year courses, responding to consistently lower scores in these areas.

4.1.3 Systematically embed ethics, sustainability, and cultural responsiveness: More explicitly integrate ethical practice, accessibility, inclusive design, and sustainability across the curriculum rather than addressing them in isolated courses.

4.1.4 Leverage industry-led workshops and informal learning opportunities: Explore “lunch and learn” sessions or short workshops led by Advisory Committee members or industry professionals to reinforce professional practices and emerging topics.

4.1.5 Improve clarity of assessment communication: ensure courses include clear evaluation criteria in project briefs.

Resources, Services and Facilities

5. Alumni Engagement: Investigate launching an alumni-focused Slack channel or similar platform to support ongoing connection, networking, mentorship, and alumni tracking. Also consider how to build more structured pathways for alumni participation in critiques, capstone reviews, workshops, and guest lectures to strengthen program–industry connections.

5.1 Encourage pedagogical use of emerging technology: Build on initiatives such as VR exploration (e.g., Apple Vision Pro) by identifying meaningful curricular applications that align with learning outcomes. Also, monitor rising costs associated with AI tools, software subscriptions, and emerging

technologies, using Advisory Committee input to guide priority investments. This recommendation requires faculty training and access to PD (time and funding) to access and build expertise in new technologies.

5.2 Improve student awareness of support services: Increase communication around available student support services, clarifying when and how these services may be useful even within a prescriptive program structure.

7. Appendices

Appendices are provided in separate document.

- A: Program Model
- B: Career Pathways Map
- C: Curriculum Map
- D: Draft of revised PLOs
- E: Administrative Data Report
- F: Student Survey Tabular Results and Comments
- G: Faculty Survey Tabular Results and Comments
- H: Alumni Survey Tabular Results and Comments
- I: Discipline/Sector Survey Tabular Results and Comments
- J: Faculty Qualifications and Currency Profile Template



Graphic Design for Marketing Program Review Self-Study Report Appendices

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Appendix A: GDMA Program Model

PROGRAM MODEL

Graphic Design for Marketing

YEAR ONE	FALL	TD Typographic Design 1 GDMA 1100	ID Image Development GDMA 1110	MT Graphic Design Software Applications 1 GDMA 1121	MB Introduction to University Writing ENGL 1100	SC Graphic Design and Society 1 GDMA 1140
	SPRING	TD Typographic Design 2 GDMA 1200	ID Concept Development GDMA 1215	MT Graphic Design Software Applications 2 GDMA 1220	MB Introduction to Marketing MRKT 1199	SC Graphic Design and Society 2 GDMA 1240

YEAR TWO	FALL	TD Editorial Design 1 GDMA 2100	ID Introduction to Advertising Design GDMA 2110	MT Print Technologies GDMA 2120	GDMA Liberal Education Elective XXXX XXXX (LIB ED)	SC Communication Design and Popular Culture GDMA 2140
	SPRING	TD Editorial Design 2 GDMA 2200	SP/MT Web Design GDMA 2210	MT Video and Animation GDMA 2222	MB Introduction to Marketing Communications GDMA 2230	GDMA Liberal Education Elective XXXX XXXX (LIB ED)

YEAR THREE	FALL	SP Information Design GDMA 3100	UI/UX UI/UX Design 1 GDMA 3110	UI/UX Interactive Technologies: Design and Development GDMA 3122	MB Marketing Communications Design 1 GDMA 3130	SC Interactive Technologies and Society GDMA 3140
	SPRING	TD Typographic Design 3 GDMA 3225	UI/UX UI/UX Design 2 GDMA 3220	TD Branding 1 GDMA 3200	MB Marketing Communications Design 2 GDMA 3230	SP Packaging Design GDMA 3210

YEAR FOUR	FALL	SP Capstone Project GDMA 4120	GDMA Liberal Education Elective XXX XXXX (LIB ED)	SP Branding 2 GDMA 4100	MB Small Business Essentials GDMA 4130	MB Contemporary Issues in Marketing MRKT 4177 (LIB ED)
	SPRING	SP Advertising Design GDMA 4200	UI/UX Special Topics in Interactive Technologies GDMA 4222	SP Strategic Portfolio Development GDMA 4221	MB Mentorship for Professional Practice GDMA 4230	SC Contemporary Issues in Graphic Design GDMA 4240

KEY	COLOUR CODES: COURSE LEARNING AREA EMPHASIS				
	TD DESIGN PRINCIPLES AND TYPOGRAPHIC DESIGN	ID IMAGE AND CONCEPT DEVELOPMENT	MT MEDIA, TECHNOLOGY AND PRODUCTION	MB MARKETING AND BUSINESS	SC SOCIAL CONTEXTS
	SP LEARNING AREAS SYNTHESIZED IN CONTEXT TO SPECIALIST AREAS OF EMPLOYMENT		UI/UX USER INTERFACE, USER EXPERIENCE AND DESIGN FOR SCREEN		

Appendix B: GDMA Administrative Data Report

Administrative Data Report for Bachelor of Design in Graphic Design for Marketing

The chapter headings refer to the chapters in the Self-Study to which the data pertain.

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Glossary

Average Seats Offered: Maximum number of seats available in a department/Faculty divided by the count of classes offered by the department/Faculty.

Average Seats Filled: Number of seats taken in a department/Faculty divided by the count of classes offered by the department/Faculty.

BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU.

Cumulative Grade Distribution: The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE or DEF (Deferred). Useful for estimating the proportion of passing students based on any specific grade requirement.

DFW Rate: % of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred).

Faculty Student Headcount: Count of all students enrolled in a Faculty, including undeclared students.

Fill Rate: Number of seats filled divided by the number of seats offered.

Grade Point Equivalent Mean: The average grade of students in the selected courses, based solely on the numerical grade point equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. It is not an average of course-level grades weighted by course credits.

Program Student Headcount: Count of students enrolled in the program.

Repeat Rate: Students who repeat a course, that is, have taken the course previously. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Unmet Demand: Number of waitlist seats held by students unable to enroll in the same course, and have not dropped that course, within the same term. A student waitlisted in multiple sections of the same course in the same term is counted as one waitlist seat.

Seats Offered: Maximum number of seats available in a unit (section, course, department, faculty).

Seats Filled: Number of seats taken in the unit (section, course, department, faculty)

Chapter 3. Program Relevance and Demand

3.1 Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

What percentage of the program graduates are satisfied with the education they received? What percentage of the graduates rate the quality of instruction they received as “very good”, “good”, or “adequate”? Do they find their program of study useful in their current position?

Exhibit 1: KPU Graphic Design for Marketing Program Student Outcomes Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Graphic Design for Marketing Program (2020-24)	Ministry Target
<i>Respondents</i>	37	
Satisfaction ¹	91%	> 90%
Quality ²	95%	> 90%
Usefulness ³	91%	> 90%

3.3 Student Demand

Who takes the program?

Has the demographic profile of Graphic Design for Marketing Program students changed over the last five years?

Exhibit 2: Demographic Profile of Graphic Design for Marketing Program Students by Academic Year

	2020/21	2021/22	2022/23	2023/24	2024/25
<i>Student Headcount</i>	84	80	83	82	89
% Women	70%	71%	72%	68%	70%
% 22 years or younger	75%	74%	76%	71%	73%
% International	4%	4%	10%	10%	10%

How does the demographic profile of Graphic Design for Marketing Program students compare with that of students at the same level for the Wilson School of Design as a whole over the same period?

Exhibit 3: Demographic Profile of Wilson School of Design Students by Academic Year⁴

	2020/21	2021/22	2022/23	2023/24	2024/25
<i>Student Headcount</i>	410	388	422	420	439
% Women	74%	75%	72%	74%	71%
% 22 years or younger	69%	68%	69%	64%	67%
% International	6%	6%	10%	12%	12%

¹ Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

² Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

³ Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

⁴ Students in the Post-Baccalaureate Diploma in Technical Apparel Design program are not included in the headcount.

Is demand for the program sustainable?

Has demand for the Graphic Design for Marketing Program changed over the last five years? How does it compare with demand for Wilson School of Design programs at the same level over the same period?

Exhibit 4: Student Headcount in Graphic Design for Marketing Program by Academic Year Compared with Wilson School of Design Programs⁵

	2020/21	2021/22	2022/23	2023/24	2024/25	%Change
Graphic Design for Marketing Total Headcount	84	80	83	82	89	6%
Wilson School of Design Total Headcount	410	388	422	420	439	8%

How do KPU Graphic Design for Marketing Program enrolment trends compare with overall enrolment trends in similar programs in BC?

Exhibit 5: Number of Students Enrolled in Graphic Design programs at BC Public Post-Secondary Institutions⁶

	2019/20	2020/21	2021/22	2022/23	2023/24
Total	671	684	726	747	839
Vancouver Island College	80	79	85	75	75
Capilano University	98	101	130	135	123
University of Fraser Valley	130	140	166	162	185
Emily Carr	287	280	265	292	374
KPU	76	84	80	83	82
KPU's Market Share	11%	12%	11%	11%	10%

Exhibit 6: Number of Students Enrolled in shorter Graphic Design programs at BC Public Post-Secondary Institutions

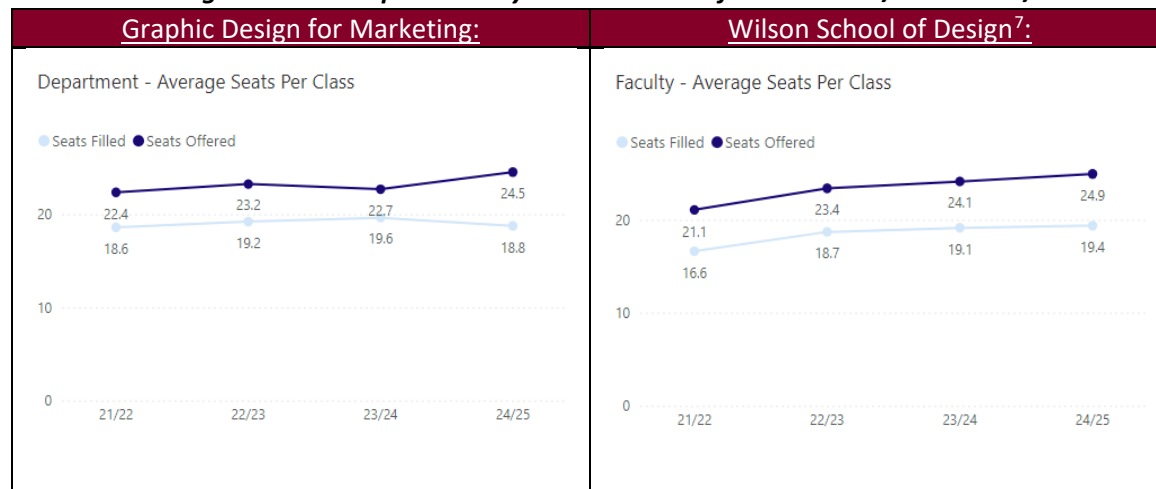
	2019/20	2020/21	2021/22	2022/23	2023/24
Total	147	124	134	147	197
Okanagan College – Short Certificate	-	-	5	9	30
University of Fraser Valley – Diploma	60	52	52	54	71
Vancouver Community College – Diploma	87	72	77	84	96

⁵ Students in the Post-Baccalaureate Diploma in Technical Apparel Design program are not included in the headcount.

⁶ Data are coded by Classification of Instructional Program (CIP). To identify Graphic Design for Marketing program, CIP code 50.0409, 50.0401, 50.0702(Graphic design, Design and Visual Communications, General, Fine/ Studio Art, General) was used.

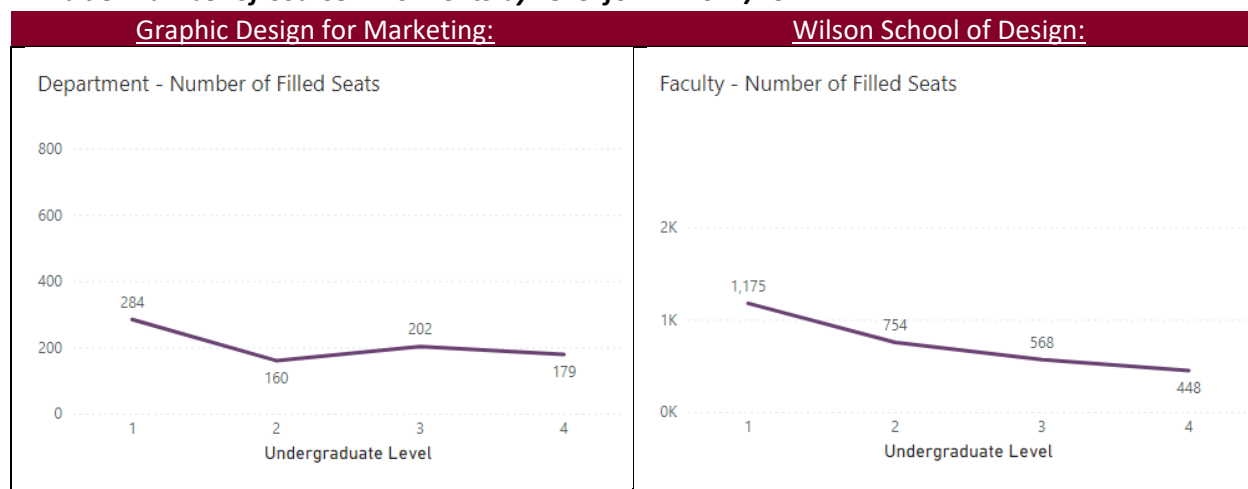
Has there been a change in average filled seats per class in Graphic Design for Marketing courses? How do they compare with Wilson School of Design courses at the same level? Is demand steady, declining, or increasing?

Exhibit 7: Average Filled Seats per Class by Academic Year from AY 2021/22 to 2024/25



How does demand for upper level courses (3rd and 4th year) compare with demand for lower level courses, where applicable? How does demand for upper level versus lower level courses compare with demand for Wilson School of Design upper level and lower level courses?

Exhibit 8: Number of Course Enrolments by Level for AY 2024/25



How does tuition compare with instructional costs for the average class in your program?

A program's importance isn't gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program's sustainability is considering if it can be made more efficient without compromising student safety or success. The biggest driver of efficiency is class size in terms of filled seats. International enrolments, where relevant, can improve a program's sustainability.

⁷ Data reported does not include CPS and Vocational courses.

Exhibit 9: Cost Structure of Average Class for Graphic Design for Marketing⁸, Wilson School of Design UG, and All KPU UG Courses⁹ for Academic Year 2023/24

	Graphic Design for Marketing	Wilson School of Design	All KPU
Cost of Instruction	\$17,612.50	\$17,612.50	\$17,612.50
Average # of Seats Filled	21.0	19.4	23.4
Overall % filled by International	13%	14%	32%
Tuition Revenue	\$12,752.10	\$15,478.08	\$23,679.53
Average Net Revenue	(\$4,860.40)	(\$2,134.42)	\$6,067.03
Total # of Classes	34	152	4,211
Total Net Revenue	(\$165,253.45)	(\$324,432.50)	\$25,548,242.70

*Average Net Revenue = Tuition revenue - Cost of instruction

Does the program have the capacity to meet demand?

Are there waitlists that limit students' ability to progress through the program in a timely manner? Are the waitlists for courses delivered by the program, or delivered by other departments?

Exhibit 10: Unmet Demand at the Stable Enrolment Date

	Unmet Demand	Fill Rate
Spring 2025	-	72%
Fall 2024	-	83%
Summer 2024	-	100%
Spring 2024	-	86%
Fall 2023	-	87%
Spring 2023	-	81%
Fall 2022	-	84%
Spring 2022	-	84%
Fall 2021	-	82%
Spring 2021	-	87%
Fall 2020	-	91%

There is no notable unmet demand for Graphic Design for Marketing courses.

⁸ Only Graphic Design for Marketing courses are included.

⁹ Only 1000 to 4000 level courses are included for the Wilson School of Design and KPU.

Chapter 4. Effectiveness of Instructional Delivery

4.1 Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the essential skills?

Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

Exhibit 11: KPU Graphic Design for Marketing Program Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU Graphic Design for Marketing Program (2020-24)	Ministry Target
<i>Respondents</i>	37	
Skill Development ¹⁰	88%	≥ 85%
<i>Write Clearly and Concisely</i>	76%	≥ 85%
<i>Speak Effectively</i>	97%	≥ 85%
<i>Read and Comprehend Materials</i>	82%	≥ 85%
<i>Work Effectively with Others</i>	95%	≥ 85%
<i>Analyze and Think Critically</i>	95%	≥ 85%
<i>Resolve Issues or Problems</i>	86%	≥ 85%
<i>Learn on your Own</i>	86%	≥ 85%

¹⁰ Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

4.2 Student Success

*Are students performing satisfactorily in courses?*¹¹

Are an adequate number of students in Graphic Design for Marketing courses receiving a grade of C and above? How do they compare with the students in Wilson School of Design courses at the same level?

Exhibit 12: Cumulative Grade Distribution for Graphic Design for Marketing Courses from AY 20/21 to AY 24/25

Cumulative Grade Distribution for Department Courses

Academic Year ● 20/21 ● 21/22 ● 22/23 ● 23/24 ● 24/25

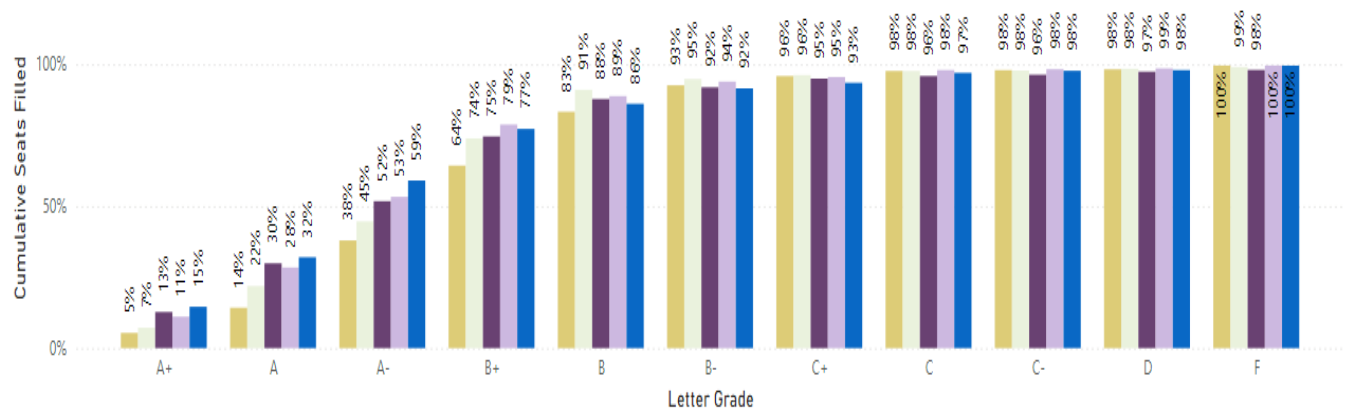
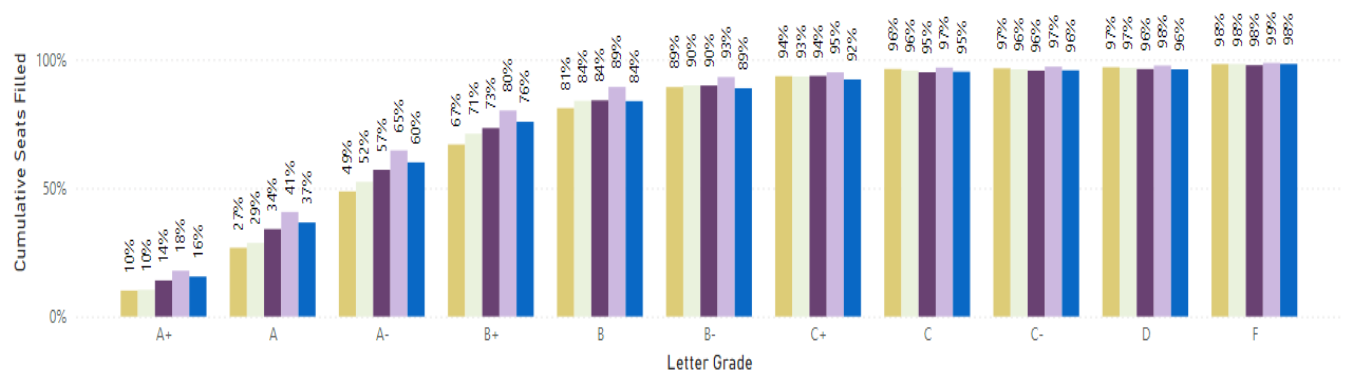


Exhibit 13: Cumulative Grade Distribution for Wilson School of Design Undergraduate Courses¹² from AY 20/21 to AY 24/25

Cumulative Grade Distribution for Faculty Courses

Academic Year ● 20/21 ● 21/22 ● 22/23 ● 23/24 ● 24/25

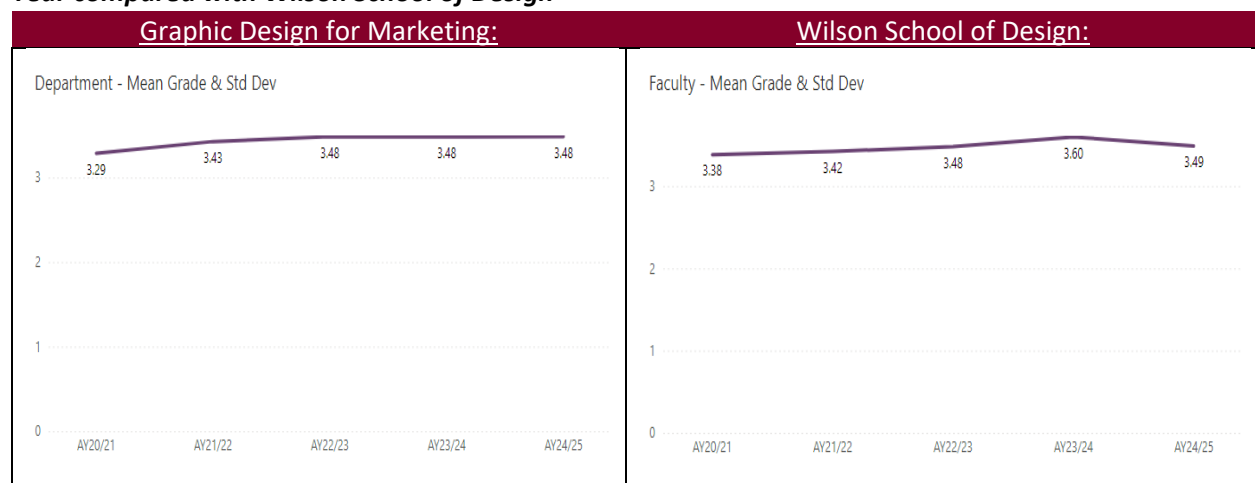


¹¹ Data reported in this section was obtained from the Grade Distribution Report, which is available at [DATA - Home \(sharepoint.com\)](#)

¹² The Post-Baccalaureate Diploma in Technical Apparel Design courses are not included.

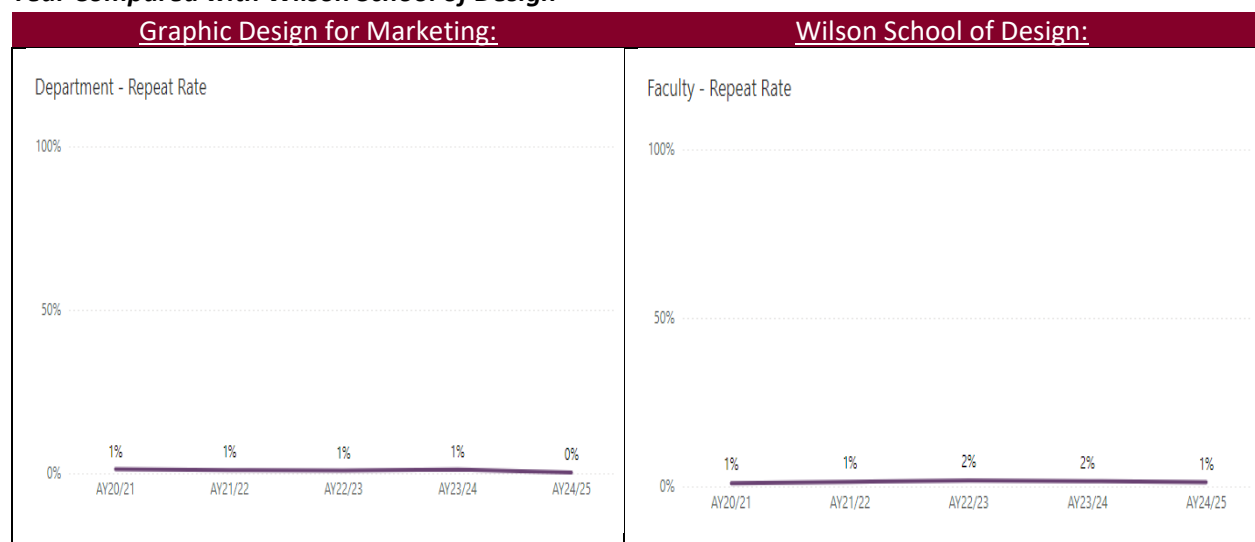
Do the overall grade trends for the Graphic Design for Marketing courses indicate an issue? How do they compare with the overall grades for Wilson School of Design undergraduate courses?

Exhibit 14: Grade Data for Graphic Design for Marketing Undergraduate Level Courses by Academic Year compared with Wilson School of Design¹³



Do the repeat rate trends in Graphic Design for Marketing courses indicate an issue? How does it compare with the repeat rate trends of Wilson School of Design undergraduate courses?

Exhibit 15: Repeat Rates in Graphic Design for Marketing Undergraduate Level Courses by Academic Year Compared with Wilson School of Design¹⁴

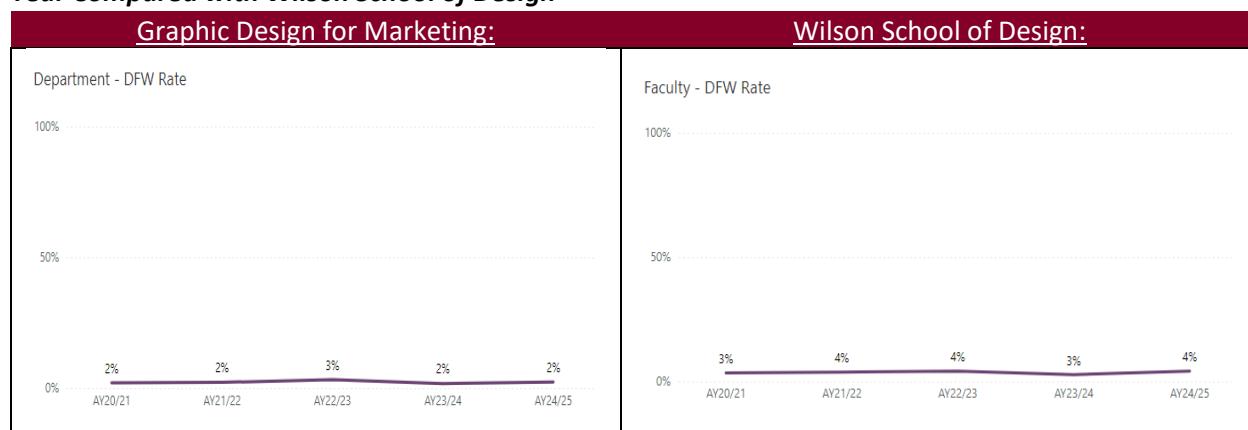


¹³ The Post-Baccalaureate Diploma in Technical Apparel Design courses are not included.

¹⁴ The Post-Baccalaureate Diploma in Technical Apparel Design courses are not included.

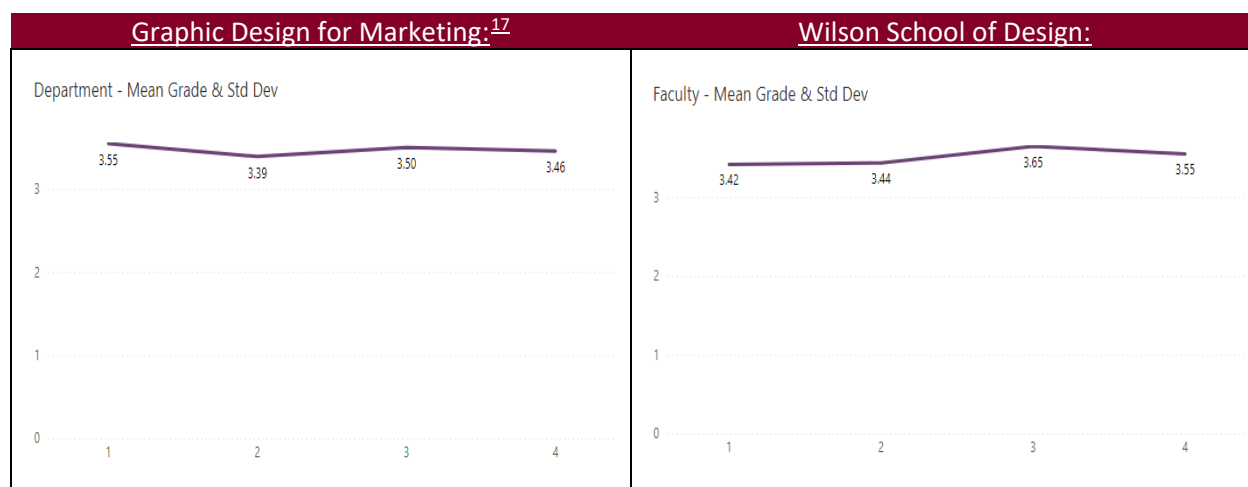
Does the DFW rate trends in Graphic Design for Marketing courses indicate an issue? How does it compare with the DFW rate trends in Wilson School of Design undergraduate courses?

Exhibit 16: DFW Rates in Graphic Design for Marketing Undergraduate Level Courses by Academic Year Compared with Wilson School of Design¹⁵



Are there any issues with Graphic Design for Marketing students' performance at each level? How do they compare with Wilson School of Design undergraduate courses?

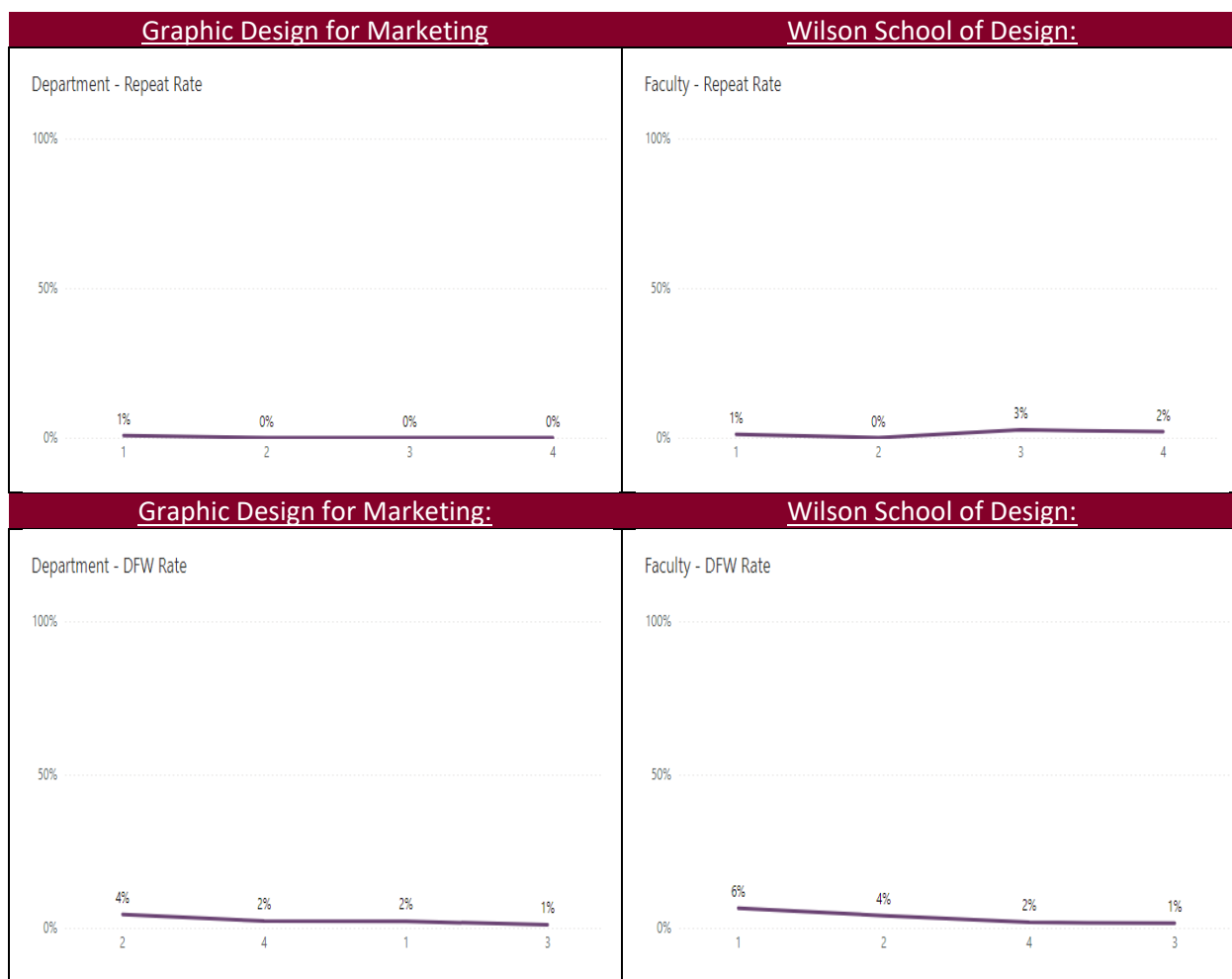
Exhibit 17: Student Performance Data for Graphic Design for Marketing Courses for AY 2024/25 by Undergraduate Levels Compared with Wilson School of Design¹⁶



¹⁵ The Post-Baccalaureate Diploma in Technical Apparel Design courses are not included.

¹⁶ The Post-Baccalaureate Diploma in Technical Apparel Design courses are not included.

¹⁷ Note that variations in sample size can affect the Grade Point Equivalent Mean data.



Are students making satisfactory progress in the program?¹⁸

Has there been a change in the number of Graphic Design for Marketing Program graduates over time?
How does it compare with Wilson School of Design in general?

Exhibit 18: Graphic Design for Marketing Program Graduate Headcount by Credential and Academic Year

	2020/21	2021/22	2022/23	2023/24	2024/25
Baccalaureate Degree	19	20	17	15	22

Exhibit 19: Wilson School of Design Graduate Headcount by Credential and Academic Year

	2020/21	2021/22	2022/23	2023/24	2024/25
Total	132	105	117	110	127
Baccalaureate Degree	80	55	67	61	75
Certificate	18	18	21	21	16
Diploma	24	28	19	23	28
Post Baccalaureate Diploma	10	4	10	5	8

¹⁸ Data reported in this section was obtained from the Credentials Report, which is available at [DATA - Home \(sharepoint.com\)](https://sharepoint.com)

Are graduates of the program successful?

Are the graduates getting jobs in a related field? Are the graduates pursuing further education?

Exhibit 20: KPU Graphic Design for Marketing Program Student Outcomes Data Compared with Ministry Targets

Measures	Average Student Outcome Data for KPU Graphic Design for Marketing Program (2020-24)	Ministry Target
<i>Respondents</i>	37	
Unemployment Rate ¹⁹	8.6%	≤ 7.5%
Currently Employed ²⁰	86%	
In a Related Job ²¹	88%	
Further Studies ²²	8%	

¹⁹ Unemployment rate of KPU's graduates (of those in the labour market).

²⁰ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force (see above).

²¹ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²² Respondents who have taken further studies after taking the program, including those currently studying.

Appendix C: Career Pathways Map

MARKETING AND ADVERTISING

Brand Designer
(in-house or agency)

Marketing Coordinator
(in-house or agency)

Advertising Design
(in-house or agency)

PRINT DESIGN AND PUBLISHING

Graphic Designer
(in-house or agency)

Publication Designer
(in-house or agency)

Packaging Designer
(in-house or agency)

DIGITAL MEDIA AND TECHNOLOGY

UI/UX Designer
(in-house or agency)

Front End Web Designer
(in-house or agency)

Motion Graphics Designer
(in-house or agency)

CREATIVE INDUSTRIES

Art Director
(in-house or agency)

Creative Director
(in-house or agency)

Freelance Graphic Designer

Design Project Manager
(in-house or agency)

Creative Operations Manager
(in-house or agency)

Design Strategist
(in-house or agency)

Creative Business Owner

Product/Merchandise Designer

ENVIRONMENTAL AND EXPERIENTIAL DESIGN

Exhibit Designer
(in-house or agency)

Environmental Graphic Designer
(in-house or agency)

SOCIAL MEDIA AND CONTENT CREATION

Content Designer
(in-house or agency)

CORPORATE SECTOR

Communications Designer
(in-house or agency)

Presentation Designer
(in-house or agency)

Design Strategist / Design Facilitator
(in-house or agency)

Appendix D: Curriculum Map

PROGRAM CURRICULUM MAP - Bachelor of Design in Graphic Design for Marketing

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES												
	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	PLO#7	PLO#8	PLO#9	PLO#10	PLO#11	PLO#12	PLO#13
	Ideate and iterate design concepts using both analog and digital execution	Create design solutions based on research, market analysis, and client and end-user needs	Learn and apply industry-standard terminology and knowledge in areas that include the elements and principles of design, market analysis, typography, image-making, user experience design, and art direction	Research, analyze and articulate relevant knowledge on topics including contemporary design and technology, design history, media and popular culture, accessibility and intercultural communication in graphic design, and the influence of design in global communities.	Produce design strategies that integrate appropriate marketing and media channels	Adhere to graphic design professional practices and codes of conduct with respect to ethics, sustainability, and cultural and social sensitivity	Work as part of a collaborative team to meet project requirements while contributing to a positive studio culture	Use and troubleshoot industry-standard technology and software to design for various types of media	Edit, proof and prepare production-ready design files for print and digital outputs	Develop professional competencies in the areas of time, project and stress management	Deliver oral reports and project presentations that communicate clearly to diverse audiences	Write reports, research papers, creative briefs, product specifications, and other types of business communications	Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals
Calendar link to Bachelor of Design in Graphic Design for Marketing													
For each CLO, the PLO(s) it satisfies are indicated, and at which level. The three levels are:													
Introduced [I]: Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity.													
Developing [D]: Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well expanding complexity.													
Advanced [A]: Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.													
Year 1													
TERM 1													
ENGL 1100 Introduction to University Writing													
Read, annotate, and summarize a variety of academic and non-academic works													
Understand audience, purpose, and occasion													
Analyze and evaluate structure, logic, style, and evidence													
Explore and refine ideas through discussion and debate													
Think and respond critically to a broad range of texts and cultural products													
Engage in a writing process that includes brainstorming, outlining, drafting, and revising strategies to produce university-level writing													
Apply principles of unity, development, and coherence in writing													
Produce clear, grammatical, and logical written work independently													
Write essays that assert and support clear thesis statements													
Research and assess secondary-source material using university-level methods and resources													
Integrate sources effectively into written work using quotation, paraphrase, and summary													
Document source material and format essays using MLA and/or APA citation methods to uphold the principles of academic integrity													
Recognize and correct errors in their own writing													
[JOHN] GDMA 1100 Typographic Design I							I						
Recall typographic terminologies and classification categories	I		I	I									
Apply typographic measurement, and horizontal and vertical spacing systems, to typographic layouts	I		I										
Select typefaces based on specific attributes	I		I										
Recognize the relationships among font selection, messaging and intended audience	I						I						
Provide examples of vernacular type used in signage and urban applications							I						
Create basic layouts by applying typographic principles and the elements and principles of design	I		I				I						
Present solutions for basic typographic design challenges visually and verbally	I		I				I						
Summarize standards of conduct advocated by relevant professional associations in relationship to fair use and font licensing													
Evaluate both self and peer progress in studio critiques													
[JOHN] GDMA 1110 Image Development													
Apply both analog and digital sketching techniques	I												
Understand the social, cultural, and historical contexts for image development in graphic design													
Integrate design processes, including logic, intuition and imagination, into project completion		I	I										
Create concepts and messages for basic marketing communications design													
Generate representational, abstract, and symbolic images	I	I			I								
Summarize industry standards around visual plagiarism and image usage rights													
Apply basic colour theory and colour systems to both print and digital applications													
Apply the elements and principles of design to finished design solutions	I	I	I										
Prepare digital files for print and digital applications using appropriate colour mode, resolution and file type													
Present basic image-making solutions verbally and visually	I	I	I										
Evaluate both self and peer progress in studio critiques													
[MARGA] GDMA 1121 Graphic Design Software Applications 1													
Use industry-standard software (focus on Adobe Photoshop, Illustrator, InDesign and Acrobat)	I	I	I		I			I	I	I			
Use industry-standard terminology related to the preparation and printing of simple documents	I	I	I			I		I	I	I			
Generate graphic, typographic, photographic and illustrative images	I		I			I					I		
Control colour reproduction in digital output using industry-standard colour specification systems	I		I						I				
Apply the elements and principles of design to digital design output	I		I				I	I	I		I		
Use basic typesetting tools and techniques	I		I						I				
Provide images in both raster and vector formats using correct image resolution									I				
Carry out single and multi-page document set-ups using grids, Master pages, and styles									I				
Apply the steps for production-readiness, including colour separations, preflight and file packaging	I							I		I	I		
Apply strategies for saving, storing and versioning digital files for graphic design						I			I	I			
[ERIN] GDMA 1140 Graphic Design and Society I													
Identify major movements in graphic design history from the Renaissance to the end of World War I				I									
Provide basic analysis of visual communication design by using appropriate terminology			I	I									
Apply concepts from design history and cultural studies to the study of graphic design and society			I	I								I	
Discuss the impact of social, cultural, economic, political, industrial, and technological change on graphic design and its audiences				I		I	I						
Identify and use basic research methods				I								I	
Summarize course materials and research findings			I									I	
Communicate an understanding of a research topic using verbal, written and/or video formats											I	I	
Cite and share sources of information from others including words, ideas, images, etc. in an appropriate manner				I					I				
Evaluate both self and peer progress in studio critiques							I						
OR FIND 1220 Design History: 19th Century Onward													
Apply design-related terminology and concepts			I										
Examine developments in design from the Industrial Revolution to the present day (architecture, graphic design, interior design, product design, fashion design, and fine art)				I									

Utilize concepts from design history, sociology, cultural anthropology, and fine art history to analyze examples of design since the Industrial Revolution				I									
Discuss the ideologies and theories that have influenced designers and design movements				I									
Explain the social, cultural, political, and economic factors that have influenced design, designers, and consumers of design				I									
Describe various technological innovations that have helped to shape contemporary design				I									
Analyze and synthesize information from credible sources, and respect the intellectual property of others				I									
Engage in self-directed and collaborative research				I			I						
Discuss contemporary issues affecting the design industry (such as design activism, sustainability, diversity, social equality, indigenization, decolonization, and reconciliation)				I									
Participate in discussions, critiques, and team activities							I						
Engage in self and peer evaluation and feedback							I						
TERM 2													
[MIKE] GDMA 1200 Typographic Design 2													
Use typographic terminologies related to layout and production	D		D										
Select and defend typeface choices based on style, historical context, content and hierarchical needs	D		D										
Identify the relationship between typographic message and target audience	D		I										
Generate design concepts for typographic communication problems based on a design brief	D		D			I		I		I			
Create grid-based layouts that combine typographic principles with images	D		D					I	I				
Apply basic principles of readability, legibility and accessibility to both print and screen formats	I		I					I	I	I			
Apply fine typesetting skills as part of the typographic design process	I		I					I	I	I			
Troubleshoot and refine production-ready digital files using industry-standard software	I		I					I	I	I			
Write short project briefs and/or rationales											I		
Present design solutions and rationales visually and verbally	I		I								I		
[JOHN] GDMA 1215 Concept Development													
Generate multiple concepts that respond to a single design challenge	I	D	D										
Apply lateral thinking (design thinking) exercises and strategies to creative blocks	I	I	D			D							
Apply the design process to refine an idea from sketch to digital mock-up	I	D	D										
Write basic headlines to help support visual concepts	I	I	I										
Deconstruct image trends and connect them back to graphic design history													
Defend "good" versus "bad" design using relevant industry terminology	I	I	I										
Recognize intercultural differences that affect and define design trends	I	I	I										
Evaluate and reflect on personal creative processes, including visual habit formation and conceptual blocks	I	I	I										
Identify examples of appropriation and visual plagiarism			I										
[MARGA] GDMA 1220 Graphic Design Software Applications 2													
Apply intermediate techniques using Photoshop, Illustrator and InDesign	D	D	D					D	I	I			
Identify the relationship between target audience and graphic design solutions	I	I	I	I		D					I		
Generate multiple concepts that respond to a specific brief	D	D	D		I		I			I		I	
Write taglines and simple copy to convey brand messaging	D	I	I	I	I								
Design graphic, typographic, photographic and illustrative images	D	D	D										
Integrate image-making and typographic skills into multi-page document design	D	I	D										
Specify colour systems and materials based on budget and output	I	I						D					
Design and construct packaging dielines using appropriate printer's marks	I	I	I					I	I				
Apply a design and production checklist to make files ready for use	I		I					I	I	I		I	
Present and defend design and production solutions visually and verbally	D	I	D	I		I	D		I	I	D		
[ERIN] GDMA 1240 Graphic Design and Society 2													
Summarize major movements in graphic design history from the 1920s to the present				I									
Use appropriate terminology and concepts, including the elements and principles of design, to analyze examples of visual communication design					I								
Use basic frameworks from design history and cultural studies to analyze examples of visual communication design			I	I									
Evaluate design's social, cultural, and economic significance				I		I							
Respond to discussion topics of course readings and course content				I							I	I	
Research topics and/or themes that support discussions and project work				I								I	
Communicate a comprehensive understanding of an assigned research topic using verbal, written and/or video formats											I	I	
Provide sources of information from others including words, ideas, images, etc., in an appropriate manner					I							I	
Evaluate both self and peer progress in studio critiques and team evaluations						I	I						
MRKT 1199 Introduction to Marketing													
Identify and effectively communicate the strategic role of marketing in a variety of organizations													
Identify and effectively communicate the role of a strategic marketing plan in both for-profit and not-for-profit contemporary organizations													
Identify the components of a marketing plan and effectively communicate the purpose of each													
Identify the relative need for key marketing elements(such as situational analysis, segmentation, consumer behaviour, marketing research)to inform marketing decisions in a variety of organizations													
Select and apply appropriate marketing theories and tools required to support marketing decisions													
Apply fundamental marketing concepts to current marketing situations													
Work as part of a marketing team													
Year 2													
TERM 3													
[JOHN] GDMA 2100 Editorial Design 1													
Apply industry terminology related to editorial design	I		D		D		D		I		D		
Identify the strategic and editorial differences between print and online publications	D	D	D		D		D		D				
Determine publication page count based on copy fit, pacing and budget	D		D										
Research target audiences and demographic metrics for publications													
Write copy for a specific editorial tone and audience	D		I										
Organize multi-page documents using style sheets, Master pages and folios	D		D										
Select sets of photos and images appropriate for editorial use	D		I		D								
Design production-ready magazine mastheads and spreads using industry-standard software	D		I										
Create graphic, typographic, photographic, and illustrative images for use in editorial publications			D										
Present and defend design solutions verbally and visually			D										
[MARGA] GDMA 2110 Introduction to Advertising Design													
Apply basic marketing terminology		I	I	I		I		I					
Analyze market research data and define the needs of a variety of clients and their target audience(s)		I	I	I	I		I			I	I	I	
Research and provide a competitive landscape		I	I	I	I					I	I	I	
Write a creative brief that outlines a strategy for advertisements		I	I	I	I		I		D	I	I	I	

Determine the desired response to an advertisement and formulate an offer and/or marketing message	D	D	I			I							
Integrate visual hierarchy, visual language, and flow to increase audience engagement	D			D		D							
Format advertisements in accordance with formatting standards for publications* <i>different mediums (OOH, online, etc)</i>	D		I	D	D	D		D	D				
Design print and digital media advertisements using industry-standard software	D	I	I						D				I
Summarize standards of ethics and conduct advocated by professional associations and government agencies (such as Canadian Code of Advertising Standards)	I	D	I	D	D	I							
Present design solutions verbally and visually					D	D	D			D	D		I
[MIKE] GDMA 2120 Print Technologies													
Use terminologies related to a variety of printing processes			I	I				D	I				
<i>Describe historical prepress, printing and print finishing technologies and processes</i>			I										
Prepare production-ready files using industry-standard software	D		D	I		I		D	I	D	D		
Apply standard prepress checks to files			I					D	I	D			
Summarize the equipment, colour modes, and systems required for offset and digital printing processes			I						I				
Write specifications for printing processes including flexography and sublimation			I						I			I	
Write specifications for print finishing processes including embossing and die-cutting			I						I			I	
Write specifications for elements of a printed communication including ink and paper selection			I						I			I	
Design photographic, typographic, illustrative and graphic images that meet production specifications	D		D	I		D		D	D	D			
Understand typical costing and proofing workflows and relationships among graphic designers, clients, and external suppliers			I						I				
[ERIN] GDMA 2140 Communication Design and Popular Culture													
Use appropriate terminology and concepts that have been introduced in the course			D										
Apply concepts from cultural studies to analyses of various examples of popular culture including social media, advertising, film, and gaming				D									
Understand the role of semiotics in visual communication			I										
Deconstruct aspects of popular culture that are recognizable in various examples of visual communications design (for example packaging, advertising, social media marketing)			D	D								D	
Articulate perspectives on topics during in-class discussions				D		D	D				D		
Apply knowledge gained throughout the course to research-based projects				D								D	
Write a research essay in response to a topic in popular culture												D	
Reflect and respond in writing to current topics in popular culture				D								D	
Integrate the voice of the writer into reflective writing assignments												I	
Apply recursive writing strategies to drafts of reflective and academic writing										D		D	
Elective													
TERM 4													
[ERIN/MATT] GDMA 2200 Editorial Design 2													
Identify how publishers target general and specific audiences				D									
Identify how distribution, display and commercial requirements influence the design of a publication				D									
Analyze how target audiences respond to verbal and visual messages and images in various types of publications				D			D				D	D	
Apply critical analysis to evaluating messages, concepts, and layout				D								D	
Determine marketable editorial themes and voice for novel publications		D		D								D	
Deconstruct art directorial choices, including social commentary, subversion and semiotics			D	D	i	D							
Design editorial layouts across print and digital platforms	D	D		i	D			D	D				
Create graphic, typographic, photographic, and illustrative images for use in editorial publications	D	D			D			D	D				
Present and defend design solutions verbally and visually							D			D	D		
[JOHN] GDMA 2210 Web Design													
Research and provide examples of current design trends as they relate to website design and delivery	I							D					
Analyze and determine client and end-user needs based on marketing communications strategies									D				
Identify end-user experience goals, motivations, and behaviours		I	I							D			
Provide website information architecture, including site maps, user flows, navigation, and wireframes			I	D	D			D	D				
Create website content, including brand messaging, images, animation, and video elements	D	D	D	D	D			D	D				
Design graphic and visual design elements, including style sheets and mockups, using appropriate production considerations	I	I	I	D	I			D	D				
Use and customize a responsive website template	D	D	I		I			D	D				
Apply basic user testing methodologies to website functionality			D		D								
Provide evidence of design process through all phases of the project	D	D	D		D		D						
Present and defend design decisions both verbally and visually	D							D					
[Marga] GDMA 2222 Video and Animation													
Use industry-standard terminology related to the development and production of marketing communications that integrate image, text, sound, motion, and time	I				D	D		I					
<i>Research and analyze motion-based marketing communications strategies for techniques, distribution channels, and industry currency</i>			I	I									
Determine motion-based strategies appropriate for clients and other targeted end-users					I			I		I			
Design storyboards, flow charts, and wireframes to plan sequencing	I		I						I	I			
Apply storytelling concepts and structures to narrative flow and brand story		D	I		D	D	D						
Integrate image, text, sound, motion, and time into screen-based communications	I				I						D		
Create short animations and videos using industry-standard software and hardware	I							I	I		D		I
Apply best practices for file saving, storage and optimization to project completion									I	I			
[CARLEY] GDMA 2230 Introduction to Marketing Communications													
Analyze basic marketing plans to inform creative strategies				I									
Identify media channels appropriate to a marketing mix					I							I	I
Apply market research to measure and assess specific target audience response to marketing communications				D	D							I	I
Generate multiple concepts that respond to the marketing brief	D												
Write copy and messaging suitable for the promotion of ideas, products and services		D			D							D	
Incorporate visual and verbal metaphors and semiotic devices into the design of marketing communications	D	D	D		D								I
Create graphic, typographic, photographic and illustrative images to support the creative strategy		D	D					D	D				
Design marketing communications solutions that combine messaging with images using industry-standard software		D				D	D	D					I
Present and defend strategic and design solutions both verbally and visually							D				D		
Elective													
Year 3													

TERM 5													
[MIKE] GDMA 3100 Information Design													
Research and analyze target audience needs		D	D	D	D	D							
Collect, organize and interpret numerical data from surveys, databases, and Stats Canada		D	D	D	D	D				D			
Create charts, graphs, maps and diagrams that represent data clearly and facilitate understanding of complex information	D	D	D	D	D	D		D	A	D	D		I
Design visual systems that incorporate contextual, spatial, directional and navigational aspects of a visual communication	D	D	D	D				D	A	D	D		
Calculate and integrate wayfinding accessibility features	D	D	D	I	D		A			D	D		
Employ storytelling and narrative techniques as tools to make data more accessible, engaging and memorable to an audience	D	D	D	I	D	D		D		D			I
Design complex infographics that incorporate both qualitative and quantitative data to reveal patterns and relationships	D	D	D	I	D		A	D	A	D	D		D
Apply appropriate design research, testing and evaluation methodologies	D	D	D		D					D			
Describe industry ethics and regulations around data accuracy and accessibility for graphic designers		D	D					D					
Present and defend design decisions visually and verbally		D	D				A				D		
[CARLEY] GDMA 3110 UI/UX Design 1													
Research and summarize user interface and user experience (UI/UX) design patterns and best practices			I	I									
Identify both the marketing communications design and product-level thinking goals required for screen-based applications					D								
Research and define user personas based on goals, behaviours and needs			D	D							D		
Carry out user empathy mapping, context scenario-building and journey mapping				I		D							
Select product features based on personas, context scenarios, and user research					I								
Determine the information architecture for desktop and mobile devices	D												
Apply basic design research methodologies to observe and understand user needs and behaviours				I		D							
Generate and test multiple visual approaches to the user interface design	D												
Assemble and apply a simplified Design System to screen design		I						D	D			I	
Design interactive wireframes and high fidelity prototypes using industry-standard software							D		D	D			D
Present and defend creative and design objectives and decisions visually and verbally											D		
[MIKE] GDMA 3122 Interactive Technologies: Design and Development													
Use terminology related to the planning, development, testing and deployment of screen-based interactive experiences								D					
Understand basic human-centred interface design patterns and practices			I					D					
Evaluate interactive software applications in order to understand capabilities and limitations while creating interactive experiences			I				A	D					
Survey current interactive font technologies and methods to create interactive typographic layouts													
Understand workflow requirements in order to optimize interactive image assets													
Determine best use of resources by project type, scope, and budget													
Integrate current front end and back end software technologies to connect visual design to code			I										
Apply design processes to plan, develop, test, and deploy interactive experiences	D	D		D	D	D		D	D	D	D	D	I
Create screen-based interactive experiences using industry-standard software and services	D	D	D	D	D	D		D	D	D	D	D	I
[MATT] GDMA 3130 Marketing Communications Design 1													
Critically analyze and interpret business strategies			D	D	D					D		D	
Analyze segments of the retail market and develop positioning statements		D	D	D	D		D					A	
Determine audience demographic and psychographic profiles			D	D	D		D					A	
Determine communication strategies that support business and marketing objectives	D	D	D	D	D		D					A	
Use comprehensive tactics to implement a marketing communications plan		D	D	D	D							A	
Write documents supporting planning, creative and design decisions			D	D	D	D	A			D	A	A	D
Generate multiple written and visual concepts to support the creative strategy	A	D	D			D	A	A		D			D
Design collateral items for the implementation of an integrated marketing campaign using industry-standard software	A	D	D				A	A	D	D			D
Present and defend creative and design decisions		D				D	A	A	D	D	A	A	D
[CARLEY] GDMA 3140 Interactive Technologies and Society													
Analyze the social, ethical and cultural impacts of interactive technologies				D									
Apply conceptual tools/frameworks from a range of disciplines, including design research and the social sciences				D		D							
Research, analyze and synthesize information relating to designing for specific types of target audiences/end-users				A		D						D	
Analyze and discuss assigned readings and other resources relating to interactive technologies				D		D	D						
Integrate a range of academic sources and conceptual frameworks into research summaries				D									
Generate concepts for interactive experiences to suit a particular social context and target audience	D												
Design and produce exhibit spaces for interactive experiences		I						D	D				
Reflect and respond in writing to current topics in interactive technologies						D						D	
Generate models and hypotheses that imagine design futures				I			D		D				
Present and defend design ideas visually and verbally											D		
TERM 6													
[MARGA] GDMA 3200 Branding 1													
Research and analyze brand positioning, voice, visual identity, and visual assets	A	A											D
Analyze a company's brand in relation to cultural, social, economic, and historical design and market trends				A	D								
Determine stakeholder brand touchpoints and outline a customer experience map		A	D	A		A							D
Determine tactics and strategies that connect to target audience(s)			D							D		D	D
Select the communication channels to best reach target audiences and meet budget requirements	A				A								
Write industry-standard research, strategy, and design proposals and briefs			A	A	D	A						D	D
Design, produce, and apply brand assets including the components of an integrated campaign											D		
Evaluate and update brand assets based on stakeholder feedback cycles						D					D		D
Apply project management skills to manage and monitor a brand										D			
Present brand proposals and design assets both verbally and visually					A	A					A	A	D
[JOHN] GDMA 3210 Packaging Design													
Research a client's marketing objectives and packaging strategies				D									
Research and determine target audience segmentation based on the marketing brief													
Research and assess the environmental impact of packaging materials and product life cycles													
Write a creative brief outlining the competitive landscape, brand messaging, and strategy									D				
Determine a packaging strategy based on materials, production, distribution, and display requirements													
Create graphic, typographic, photographic and illustrative images for application to packaging	I		I	D				I	D				I
Write product naming and messaging matched to brand voice and target audience	D	D	D										D

Apply typographic principles related to accessibility, brand voice, and target audience needs						D							
Integrate regulatory and other legal information onto surface design	I	I	I										
Design three-dimensional packaging prototypes using analog and digital methods	D	D	D					D	D				D
Present and defend design decisions in pitch-style visual and verbal presentations	D	D	D										
[MIKE] GDMA 3220 UI/UX Design 2													
Analyze and interpret business models and success metrics relevant to interactive projects and screen-based design			D		A					D	A	A	
Research and define user personas based on goals, behaviours and needs		A	A	A		A	A			D		A	
Create user-centred design solutions for both physical and screen-based interfaces	A	A		A		A		A	A	A			
Determine the information architecture for kiosks, desktop, and mobile applications		D			A			A					
Integrate inclusive design and accessibility factors into user interface design solutions	D	A		D	D	A		A	D				
Generate comprehensive design systems that establish design patterns and product standards	D	A						D	A	A	A		D
Design interactive prototypes using industry-standard software	A	A		A	A			A	A	A			D
Integrate file and asset management and resource allocation strategies into professional practice		D						D					
Select the most effective processes to translate front end design to back end code								D					
Articulate and defend creative and business objectives and decisions in prepared presentations											A	A	
[CARLEY] GDMA 3225 Typographic Design 3													
Research and analyze contemporary typefaces, type foundries and type designers			A	D									
Analyze longform documents for content and hierarchical needs, as well as for brand voice and audience communication		A		A									
Determine type selection and pairing based on relevant parameters			A		A								
Integrate typographic principles and conventions into finished projects		A											
Apply advanced techniques and workflows to project completion								A					
Create typographic forms that are creative, innovative, and expressive		A											
Plan and design complex longform documents, including bilingual content					A	A		A		A			
Create complex screen-based typographic layouts, documents, and interactive experiences	A	A					A	A					
Prepare production-ready files to send to an external supplier									D				A
Present and defend design decisions verbally and visually											A		
[MATT] GDMA 3230 Marketing Communications Design 2													
Analyze and interpret brand positioning, including mission, vision and values		A	A	A	D		A			A	A	A	
Determine appropriate market segmentation measured against a business-to-business marketing communications plan		A	A	A	D		A			A	A	A	
Select communication strategies that support brand objectives relevant to target audiences		A	A	A	D	D	A			A	A	A	
Judge effective tactics needed to implement a marketing communications plan			D										
Write documents supporting planning, creative and design decisions			D	A			A		D	A	A	A	
Generate multiple concepts that respond to marketing and brand objectives	A	A	D			D		A	D	D			A
Evaluate concepts against the objectives of the creative brief		A	D										
Integrate storytelling and persuasive copywriting into creative assets	A	A				D			D	D			A
Design collateral items across marketing channels to support the creative strategy	A	A						A	D	D	A	A	A
Articulate and defend creative decisions in verbal and visual presentations						D							
Year 4													
TERM 7													
[MIKE] GDMA 4100 Branding 2													
Research and analyze brand positioning, voice, visual identity, and visual assets		D		A		A						A	
Evaluate the quality and effectiveness of existing brand assets		D		A								A	
Write brand positioning, voice, and messaging statements		A	A		D							A	
Determine tactics and strategies that connect to target audience(s)		A		A	A								
Generate multiple concepts that respond to brand positioning and voice	A	A	A	A	A	A		A		A			
Design a visual identity with a focus on design craft and execution	A	A	A	D		A		A		A			
Design brand standards, including typography, style variants, art direction and sample applications	D	A	D	D		A		A	A	A			
Design and produce brand assets including the components of an integrated campaign	A	A	A	A		A		A	A	A			A
Apply project management skills to meet deadlines including concept review, feedback cycles, and final file hand-off										A			
Present brand proposals and design assets both verbally and visually											A		
Carry out agency-level peer and self-assessment											A		A
[JOHN] GDMA 4120 Capstone Project													
Research a market sector and identify the needs of an organization or hypothetical client within that sector	A	A	A	I									A
Research and articulate appropriate target market segmentation	A	A	A										
Write a creative brief, including competitive landscape, strategy, and brand voice													
Determine and carry out best practices for time and project management of a major design project		A											A
Carry out independent work over a sustained project timeline while maintaining self-motivation and a professional attitude	A	A									A		A
Generate multiple design concepts	A	A	A						A				
Write copy, taglines, and brand messaging									A				A
Create a range of marketing communications materials across channels that represent and position a client									A				
Integrate best practices for file management, including production considerations, versioning, and archiving													
Synthesize prior program learning to demonstrate advanced skill development													
Present and defend strategic and design decisions to industry	A	A	A		A			A	A	A	A		A
[MARGA] GDMA 4130 Small Business Essentials													
Use appropriate business terminology			D	A	A	A	A	A	A	A	A	A	
Research and analyze licensing, regulation, taxation, copyright and other legal aspects relevant to the graphic design profession			D	D									
Summarize codes of practice and ethical guidelines as articulated by relevant professional associations						D					A		
Understand business, administrative and financial planning systems and requirements of a graphic design practice			D	D						A			
Apply graphic design project management processes			A		A		A			A			A
Generate a targeted self-promotional project that combines creative expression, messaging, and craft	A	A		A	A			A	A	A	A	A	A
Carry out cost estimates and pricing strategies for projects that are similar to those encountered by practicing graphic designers					D	D							
Apply financial and administrative processes used in the practice of graphic design							A						
Determine best practices and procedures for collaborating with associates, suppliers and specialists							A				A	A	D
MRKT 4177 Contemporary Issues in Marketing													
Apply critical thinking to contemporary marketing issues													
Research, analyze and synthesize information relating to current issues in marketing													
Identify the multiple contexts in which contemporary marketing operates													

Evaluate and formulate appropriate industry response to contentious issues													
Analyze corporate response to a major marketing crisis													
Develop a critical awareness of planning, strategizing, and implementation in contemporary marketing													
Differentiate between branding imperatives and implications for culturally relevant graphic design and marketing strategy													
OR ENTR 3010 Entrepreneurial Visioning													
Think creatively to identify opportunities for purposeful change that bring value													
Reflect upon their entrepreneurial skill set, and mindset, to identify strengths and gaps as they relate to their entrepreneurial vision													
Translate their entrepreneurial opportunity into a practical vision													
Engage in networking of people and ideas to support enacting their vision													
OR ENTR 3160 Technology for Entrepreneurs													
Assess how new technology ventures and/or technology deployment can disrupt mature industries, create social entrepreneurship, or tackle environmental challenges													
Evaluate the different types of business models that a venture or organization can use to appropriate value from their technical idea or deployment of technological innovations													
Identify and articulate the external and internal forces of why technological innovations or deployment fail to create value, and what organizations can do to manage the challenges of commercializing technological innovations													
Investigate why an established organization struggles to compete in a changing technology landscape, and as a leader, act to increase the odds of success													
Deploy technology in the context of organizational ecosystems and value chain in a variety of industries, including the sector of their entrepreneurial interest													
OR JRNL 3260 The Future of News													
Analyze fundamental media economics													
Analyze the effects of the Internet on existing media economics													
Investigate changing employment trends for journalists Interpret possibilities for self-employment in a changing media landscape													
Develop strategies for professional networking, reputation-building and promotion													
Employ strategies for starting, building and maintaining a self-directed career in media													
OR COMM 3100 Media and Diversity													
Interpret diversity and discuss it from an inclusive perspective													
Debate what constitutes a diverse audience													
Debate the relationship between diversity and objectivity													
Write about diversity with fairness and balance													
Investigate how people of various races, ethnicities, cultures, genders, sexualities, and disabilities participate in and are portrayed in the media													
Debate problems in how marginalized and oppressed groups are portrayed in media													
OR COMM 3230 Sports, Media and Audience													
Analyze the relationship between sports, athletes, media and audience													
Debate issues relating to sports media, e.g. race, gender, sexuality, nationalism, consumerism, violence and civic life													
Analyze issues of media ethics particular to sports media, including mass media and social media													
Elective													
TERM 8													
[JOHN] GDMA 4200 Advertising Design													
Analyze market research data in order to define target audiences and formulate advertising strategies	A	A	A		A		A		A	A			
Research, define and provide a competitive landscape and creative brief	A		A		A		A		A				A
Generate multiple concepts for print, screen, video and animation solutions	A		A		A		A		A				A
Design a visual identity and brand guidelines (including brand positioning, voice and tone)					A		A		A	A			A
Create written (copy), image, and motion-based content for use in advertising campaigns, events and promotions					A		A		A				A
Create advertising and direct response campaigns, social media strategies, and promotional materials	A		A		A		A		A	A			A
Produce production-ready files for print and screen applications					A		A		A	A			
Apply project management skills to meet complex overlapping timelines	A		A		A		A		A				
Evaluate effectiveness of advertising campaigns, events and promotions by measuring and analyzing target audience data		A	A		A		A		A	A			A
Evaluate self and peer contributions to collaborative team work					A		A		A	A			
Present and articulate creative and strategic objectives verbally and visually	A	A			A		A		A				A
[MIKE] GDMA 4221 Strategic Portfolio Development													
Research, analyse and identify preferred areas of professional practice to inform the strategic positioning of a graduating portfolio										A			D
Assess previous project work to determine viability for inclusion in a strategic portfolio		A				A				A			A
Create a marketing strategy to position personal brand		A			A					A		A	
Create new and redesigned marketing communications projects that are relevant to chosen areas of professional practice	A	A	A	A		A		A	A	A			A
Implement a project management plan to complete refinements and additions to previous and new design projects		A								A			A
Synthesize advanced conceptual, design and technical skill sets in the redesign of project work	A	A	A	A		A		A	A	A			A
Write research, strategy and reflective documents in the form of rationales and case studies					A	D			A	A		A	A
Create a digital portfolio of work for external stakeholders and potential employers	A	A	A	D		A		A	A	A		A	A
Present and defend a comprehensive portfolio of work that is relevant to preferred areas of professional practice						A			A	A			A
[MIKE] GDMA 4222 Special Topics in Interactive Technologies													
Evaluate and reflect on the relevance and influence of specific industry trends, skills, interactive technologies and software applications within the larger context of the discipline			D	D								A	
Research and analyze the impact of industry trends, skills, and technologies relevant to interactive technologies on user behaviours and attitudes				A								A	
Generate concepts that respond to or challenge current user attitudes and behaviours	D	D	D		D	A	A	D	D	A	A		
Apply advanced research, critical thinking, and design skills to the resolution of specific problems in interactive technologies									A	A			
Ideate, create and develop design artefacts by blending existing and emergent or speculative technologies	D	D	A		D	A	A	D	D	A	A		A
Apply design research methodologies to cycles of prototyping and user testing									D				
Present and defend research, concept and design work visually and verbally				A			A						
[MARGA] GDMA 4230 Mentorship for Professional Practice													
Research, analyze and define what constitutes professional practice in the context of graphic design for marketing				A	A	A	A			A	A	A	A
Research and analyze employment standards and practices of the advertising, marketing and design industries						A	A			A		A	

Research and analyze employment opportunities in the industry											D	A	A	A
Create an employment search plan						D					D			D
Participate in a mentoring placement with a local advertising agency, graphic design firm, marketing consultancy, or related business						D					A			A
Follow codes of practice and ethical guidelines as articulated by relevant professional associations						D					A			A
Transfer previous learning and apply acquired skills and knowledge to a mentorship in a professional work environment						A						A	A	A
Act in a manner appropriate to accepted professional practice	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Apply entry-level employability skills to a workplace situation	A	A	A	A	D	A					A			
Network with industry contacts				D		D	D				D			
Present a summary mentorship placement report						A	A	A				A	A	A
[ERIN] GDMA 4240 Contemporary Issues in Graphic Design														
Reflect upon and summarize ideas, opinions, theories and issues				A									A	
Analyze and evaluate theories, concepts and opinions found in relevant readings and media sources				A		A							A	
Deconstruct scholarly, industry and popular culture sources and their relative impacts on design discourse				A		A								
Evaluate and debate social, cultural, environmental, technological, and professional issues that impact design practice				A			A							
Discuss how ambiguity and uncertainty are often central to issues in contemporary design practice				A		A								
Design and deliver an interactive research project relating to a relevant topic								A	A				A	
Integrate the voice of the writer into reflective writing assignments													A	
Apply collaboration and team management skills to support and complete team activities and projects							A				A			
I Count	37	27	66	42	15	12	15	16	30	18	11	20	12	
D Count	51	47	64	46	43	40	18	35	35	31	20	17	17	
A Count	30	42	28	31	28	23	39	24	33	43	27	36	33	
Total PLO IDA Count	118	116	158	119	86	75	72	75	98	92	58	73	62	
% CLOs I count to PLO	31.36%	23.28%	41.77%	35.29%	17.44%	16.00%	20.83%	21.33%	30.61%	19.57%	18.97%	27.40%	19.35%	
% CLOs D count to PLO	43.22%	40.52%	40.51%	38.66%	50.00%	53.33%	25.00%	46.67%	35.71%	33.70%	34.48%	23.29%	27.42%	
% CLOs A count to PLO	25.42%	36.21%	17.72%	26.05%	32.56%	30.67%	54.17%	32.00%	33.67%	46.74%	46.55%	49.32%	53.23%	
This PLO accounts for % of total intersections:	9.76%	9.59%	13.07%	9.84%	7.11%	6.20%	5.96%	6.20%	8.11%	7.61%	4.80%	6.04%	5.13%	

Appendix E: Draft of Revised GDMA Program Learning Outcomes

September 27, 2025 — Curriculum Workshop Findings

1. Demonstrate proficiency using industry-standard software including the ability to independently develop technical skills
2. Employ imagination to generate design solutions and develop creative concepts (curiosity, process)
3. Apply elements and principles of design in an iterative process to produce effective design solutions
4. Analyze complex data and apply critical thinking to assess the relevance and credibility of information (social responsibility, empathy, sustainability)
5. Evaluate client needs and propose strategic solutions to advance brand positioning
6. Effectively research, analyze, and articulate relevant knowledge on socio-cultural, political, economic topics
7. Communicate clearly in writing and speech to articulate opinions, ideas, research, and design rationales (presentation)
8. Demonstrate leadership and collaboration skills to contribute to a respectful and supportive environment
9. Practice an awareness of one's biases, abilities, and habits to adhere to professional practices and ethics including valuing accessibility and JEDII principles
10. Identify and pursue opportunities for career advancement in order to future-proof one's design practice
11. Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals

Appendix F: Graphic Design for Marketing Program Review – Faculty Survey Results

The faculty survey was sent to 7 Graphic Design for Marketing faculty members. A total of 6 faculty members responded. The response rate is 86%.

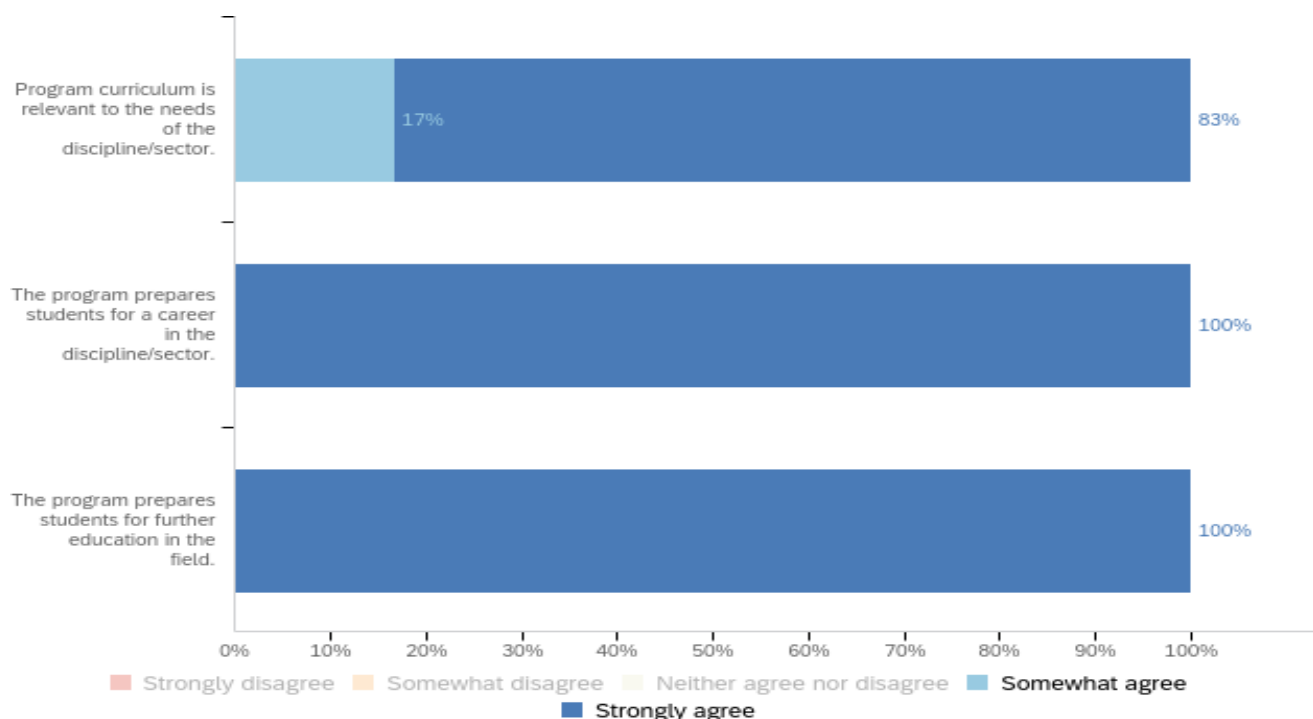
Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

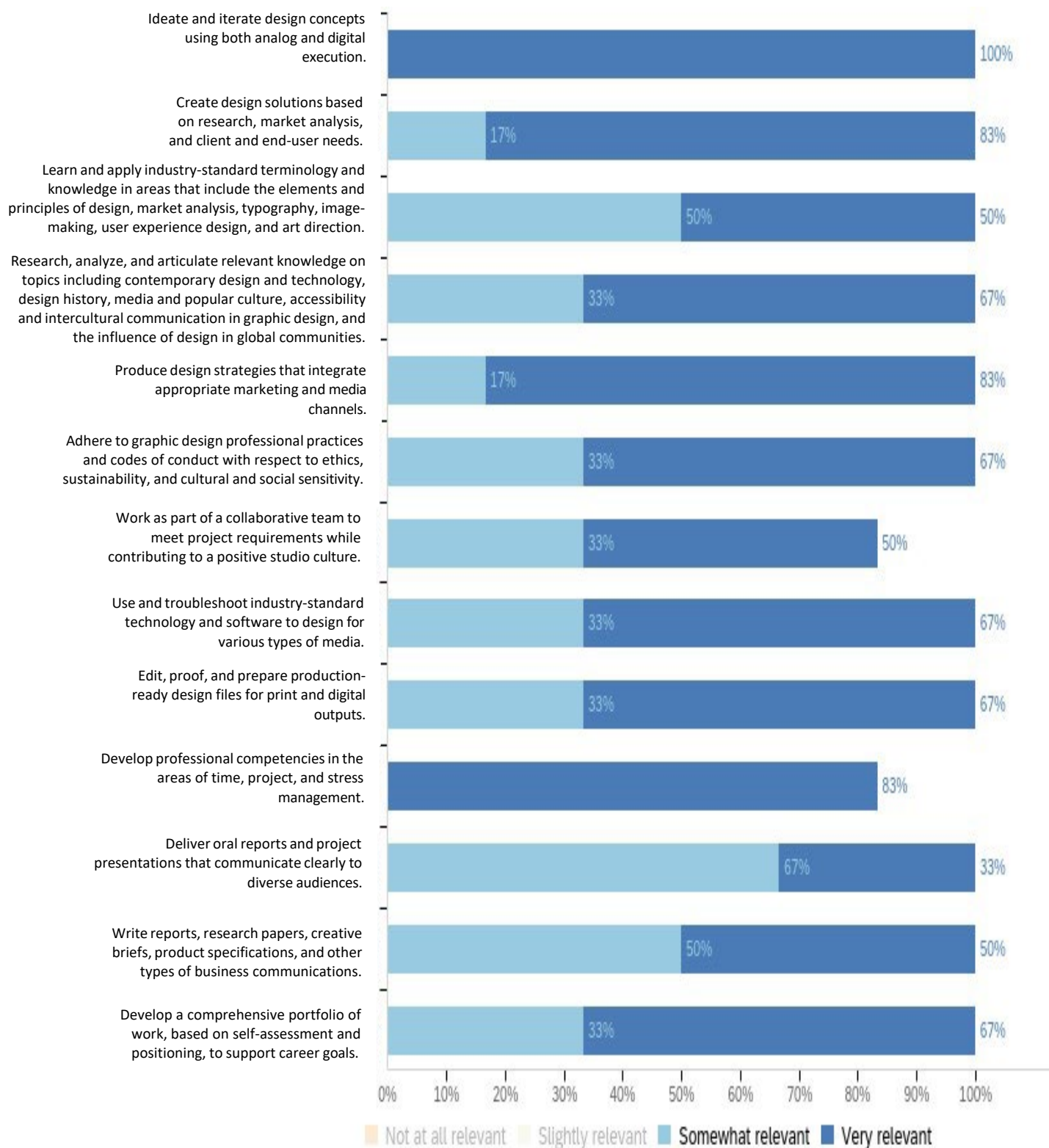
1 - Thinking of KPU's Graphic Design for Marketing program as a whole, indicate the extent you agree with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	0%	0%	17%	83%	6
2	The program prepares students for a career in the discipline/sector.	0%	0%	0%	0%	100%	6
3	The program prepares students for further education in the field.	0%	0%	0%	0%	100%	6

2 - Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Ideate and iterate design concepts using both analog and digital execution.	0%	0%	0%	100%	6
2	Create design solutions based on research, market analysis, and client and end-user needs.	0%	0%	17%	83%	6
3	Learn and apply industry-standard terminology and knowledge in areas that include the elements and principles of design, market analysis, typography, image-making, user experience design, and art direction.	0%	0%	50%	50%	6
4	Research, analyze, and articulate relevant knowledge on topics including contemporary design and technology, design history, media and popular culture, accessibility and intercultural communication in graphic design, and the influence of design in global communities.	0%	0%	33%	67%	6
5	Produce design strategies that integrate appropriate marketing and media channels.	0%	0%	17%	83%	6
6	Adhere to graphic design professional practices and codes of conduct with respect to ethics, sustainability, and cultural and social sensitivity.	0%	0%	33%	67%	6
7	Work as part of a collaborative team to meet project requirements while contributing to a positive studio culture.	0%	17%	33%	50%	6
8	Use and troubleshoot industry-standard technology and software to design for various types of media.	0%	0%	33%	67%	6
9	Edit, proof, and prepare production-ready design files for print and digital outputs.	0%	0%	33%	67%	6
10	Develop professional competencies in the areas of time, project, and stress management.	0%	17%	0%	83%	6
11	Deliver oral reports and project presentations that communicate clearly to diverse audiences.	0%	0%	67%	33%	6
12	Write reports, research papers, creative briefs, product specifications, and other types of business communications.	0%	0%	50%	50%	6
13	Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals.	0%	0%	33%	67%	6

3 - Overall, how satisfied are you with KPU's Graphic Design for Marketing program curriculum?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with KPU's Graphic Design for Marketing program curriculum?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	0%
5	Very satisfied	100%
	Total number of respondents	6

4 - Thinking of KPU's Graphic Design for Marketing program's curriculum as a whole, please indicate the strengths of the program.

The program does a good job of preparing students for placement within a team environment. The courses get them up to speed with industry standard software and emphasizes a "concept first" approach to projects. Students are capable of explaining their thought processes and defending their work.

The strength of the program is faculty, many are practising designers and all are very connected to the industry, the change in courses has resulted in the program being rated top 3 in Canada, as well as #3 in the world last year by the World Brand awards

The graduates of this program are usually the ones that can self direct and hit the ground running with projects. They come out ready and have enough knowledge to get solid solutions that can be applied to the work at hand without too much direction from senior staff

The GDMA program has several key strengths. Building a strong foundation of core design skills helps students as they move through the program. In later years the programs strengths are concept development, design strategy, and an integration with business needs & marketing.

We have soft streaming within the program – with focus areas in UI/UX, marketing communications, campaigns and branding, all of which help students figure out a career path. We have clear scaffolding across skill sets and we integrate critical thinking/academic courses in with studio so that students think about what they're making and the impact of that work. We focus on design for social good as a theme from second to 4th-year, with many meaningful projects coming out of Capstone especially. We've built in agility with **[Course Name Redacted]** so that we can look at emerging technologies in real time, including GAI. We focus heavily on typography as a skill, which sets us apart from competing shorter programs. The spring of our 4th-year is focused almost exclusively on career preparation – strategic portfolio class is hugely beneficial. We focus heavily on different kinds of writing so that students develop an expressive voice, and opinions about their work and about what's going on around them that informs their practice.

Small class sizes mean students get individualized feedback to develop iterative design processes, and build the social skills needed in future studio environments. The focus on marketing and research helps future-proof their design practices.

5 - Thinking of KPU's Graphic Design for Marketing program's curriculum as a whole, please provide any suggestions you have for improvement.

I would like to see more emphasize on responsibility for projects, time management, and independence. More "real world" scenarios on how to actually bring a project through to physical completion. The students could benefit from being exposed to what a true studio structure is, as well as alternative paths for careers outside of a traditional agency. Help prepare them to successfully navigate freelance.,

I suggest a lot more advertising and social media letting the public know that it is the top program in BC

Maybe some more production training

The challenge in regard to curriculum is the cohort model and meeting the students needs as their areas of focus take shape. This is compounded by an industry that continues to expand in regard to expected skills and abilities.

Motion design, animation and video production are all important skills for graphic designers – we currently have one class in 2nd year, but after that, students are expected to learn on their own. I can see us needing an upper year motion design class. We used to teach more old school skills with photography, lighting, art direction – I don't know what that looks like now, but modules on these (or other skills) might actually give our students a leg up. Students seem to forget print production skills by 4th-year – I think we could teach a refresher course explicitly as part of an existing course.

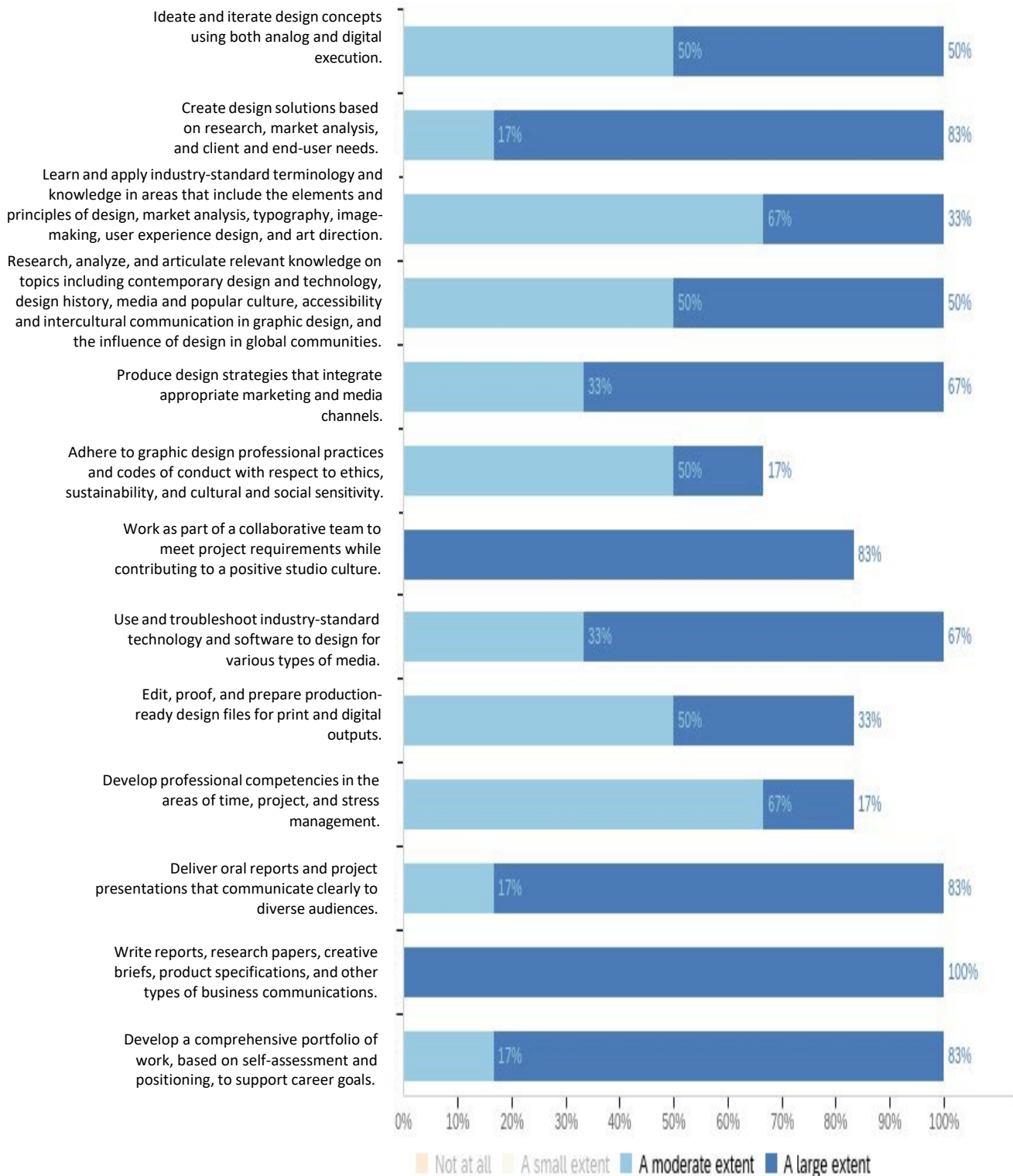
Additional instruction and analysis of video making and editing techniques. More opportunities to learn about industry roles beyond 'designer' such as account manager and other leadership positions to allow for more career flexibility.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

6 - To what extent is KPU's Graphic Design for Marketing program helping students develop the following Program Learning Outcomes?

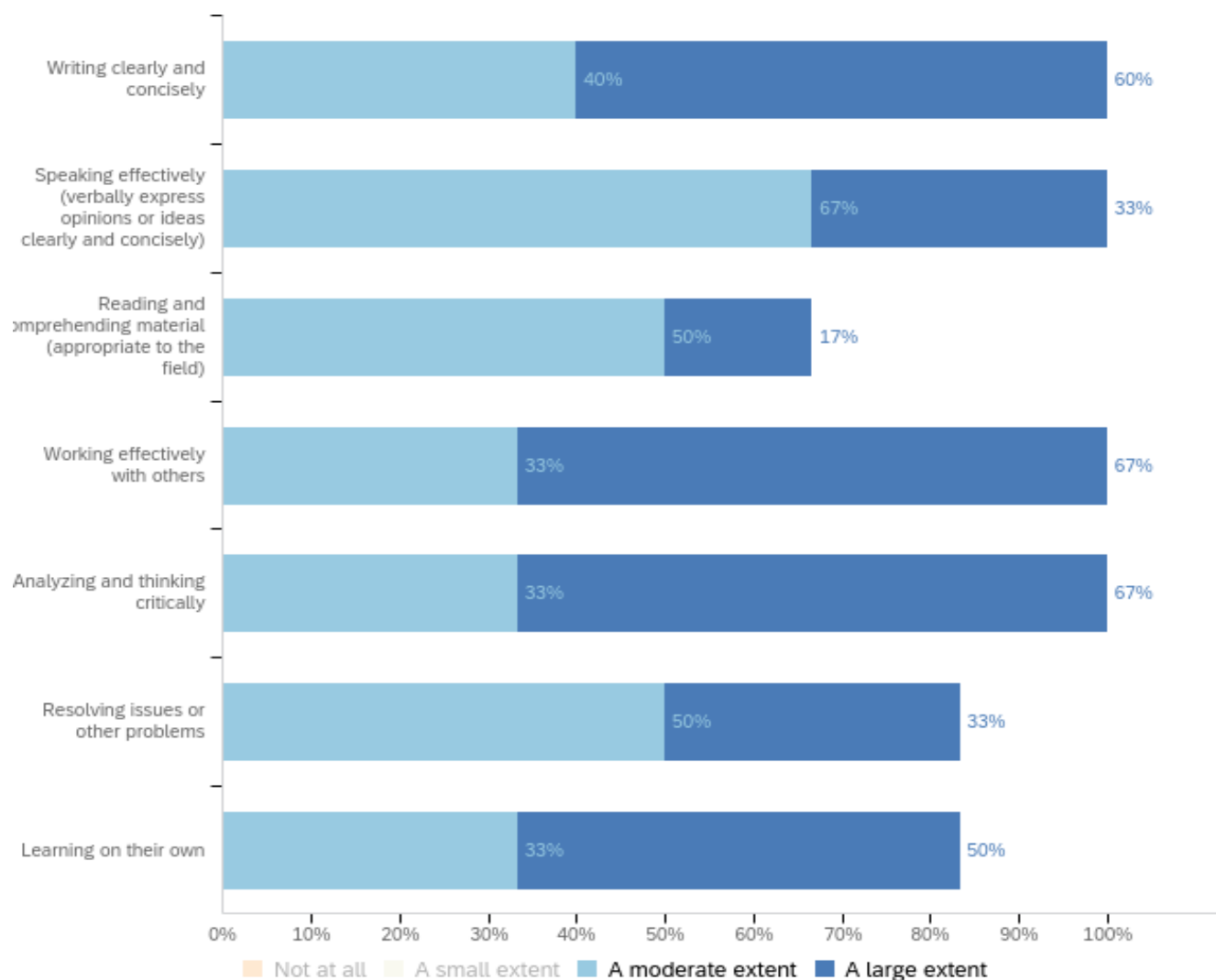


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Ideate and iterate design concepts using both analog and digital execution.	0%	0%	50%	50%	6
2	Create design solutions based on research, market analysis, and client and end-user needs.	0%	0%	17%	83%	6
3	Learn and apply industry-standard terminology and knowledge in areas that include the elements and principles of design, market analysis, typography, image-making, user experience design, and art direction.	0%	0%	67%	33%	6
4	Research, analyze, and articulate relevant knowledge on topics including contemporary design and technology, design history, media and popular culture, accessibility and intercultural communication in graphic design, and the influence of design in global communities.	0%	0%	50%	50%	6
5	Produce design strategies that integrate appropriate marketing and media channels.	0%	0%	33%	67%	6
6	Adhere to graphic design professional practices and codes of conduct with respect to ethics, sustainability, and cultural and social sensitivity.	0%	33%	50%	17%	6
7	Work as part of a collaborative team to meet project requirements while contributing to a positive studio culture.	0%	17%	0%	83%	6
8	Use and troubleshoot industry-standard technology and software to design for various types of media.	0%	0%	33%	67%	6
9	Edit, proof, and prepare production-ready design files for print and digital outputs.	0%	17%	50%	33%	6
10	Develop professional competencies in the areas of time, project, and stress management.	0%	17%	67%	17%	6
11	Deliver oral reports and project presentations that communicate clearly to diverse audiences.	0%	0%	17%	83%	6
12	Write reports, research papers, creative briefs, product specifications, and other types of business communications.	0%	0%	0%	100%	6
13	Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals.	0%	0%	17%	83%	6

Are appropriate opportunities provided to help students acquire the essential skills?

7 - To what extent is KPU's Graphic Design for Marketing program helping students develop the following essential skills?

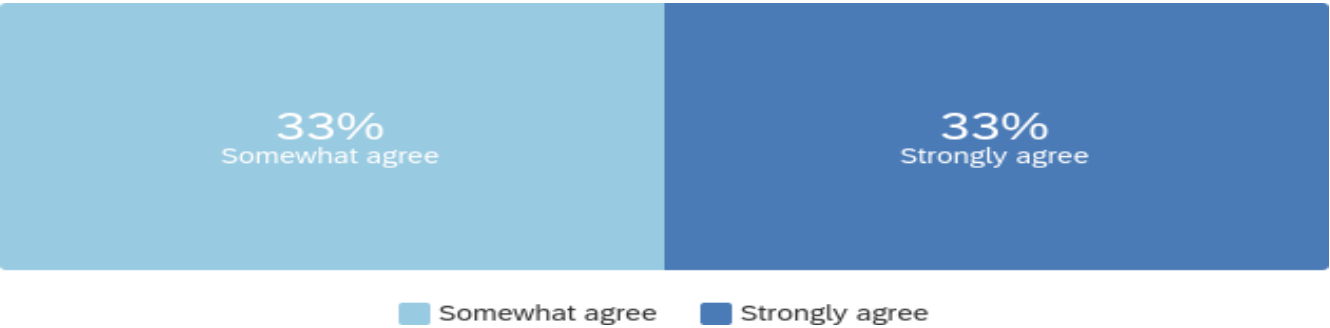


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	0%	40%	60%	5
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	0%	0%	67%	33%	6
3	Reading and comprehending material (appropriate to the field)	0%	33%	50%	17%	6
4	Working effectively with others	0%	0%	33%	67%	6
5	Analyzing and thinking critically	0%	0%	33%	67%	6
6	Resolving issues or other problems	0%	17%	50%	33%	6
7	Learning on their own	0%	17%	33%	50%	6

Does the program design ensure students are prepared for subsequent courses?

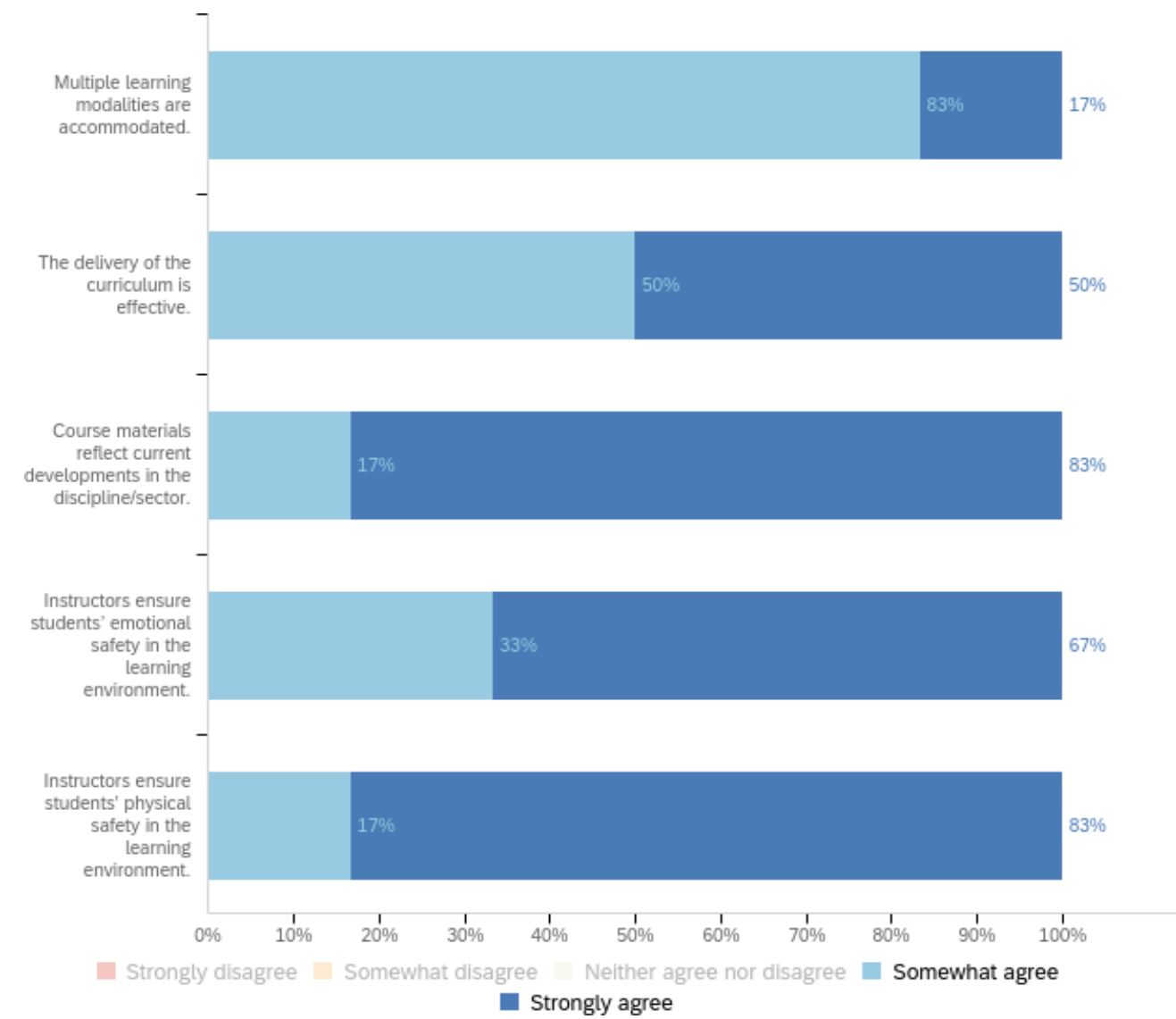
8 - Thinking of KPU's Graphic Design for Marketing program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Graphic Design for Marketing program as a whole, to what extent do you agree that the prerequisites offered prepare students for more advanced courses?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	17%
3	Neither agree nor disagree	17%
4	Somewhat agree	33%
5	Strongly agree	33%
	Total number of respondents	6

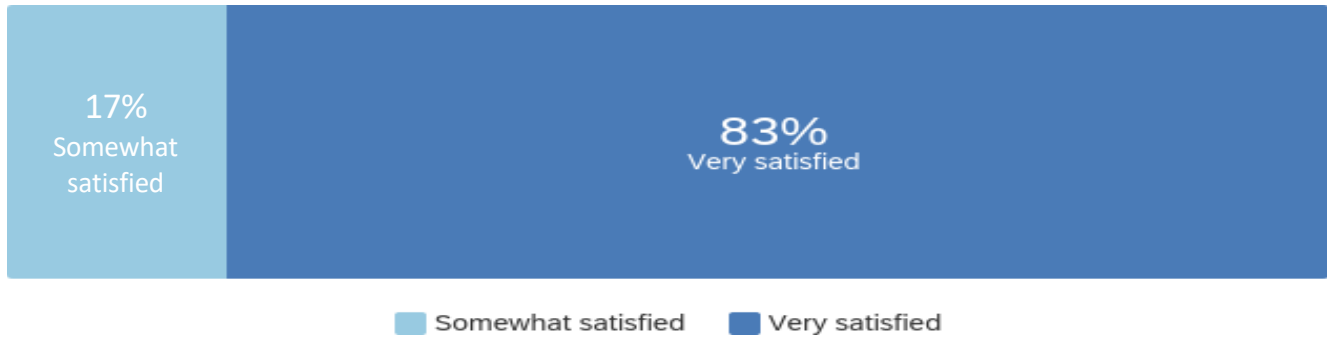
9 - Thinking of how the program’s courses are delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	0%	0%	83%	17%	6
2	The delivery of the curriculum is effective.	0%	0%	0%	50%	50%	6
3	Course materials reflect current developments in the discipline/sector.	0%	0%	0%	17%	83%	6
4	Instructors ensure students’ emotional safety in the learning environment.	0%	0%	0%	33%	67%	6
5	Instructors ensure students’ physical safety in the learning environment.	0%	0%	0%	17%	83%	6

10 - Overall, how satisfied are you with the quality of instruction across the program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the quality of instruction across the program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	17%
5	Very satisfied	83%
	Total number of respondents	6

11 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

The faculty is small, yet diverse. Each Instructor has a distinct teaching style and delivers similar material in a variety of ways. The classes are small and Instructors tailor the messaging to individual students as needed.

I think the strengths of the program are the relevance of knowing where the industry is going

I believe the involvement of the current instructions with the industry is key to the understanding of what the sector needs from the new grads coming from the program. I also find that the students are very close to their teachers and that helps them with the understanding and application of the concepts they are getting during their education

The strengths of the GDMA program are: concept development, critical thinking, creativity, strategy, integration of design and marketing, staying up to date with current trends, software, and technologies, and helping students to understand the broad range of opportunities that exist within the design profession.

Lots of dedicated 1:1 time with each student – allows us to keep track of progress (skills-wise and with any ongoing issues including mental health challenges); we're a small faculty and we know and trust each other well – this means that we can talk about what's going on in our respective classes and make changes as needed (for example, moving deadlines, accommodating student requests, adapting projects for overlap); we update core lecture material yearly to keep up with industry demand and with skills; using Slack with our students has been a game changer – reduces barriers to ask for help, reduces power dynamics. Many GDMA projects lead to great results – meaning that the topic and subsequent mentoring of students to arrive at their final work is working. The fluid nature of lab/lecture classes means that we can teach something at the beginning of class, support students during studio, and then revisit ideas or skills on the fly that need reinforcement.

A focus on iterative design process and critical thinking skills. The program's instruction style creates a supportive environment — students can reach out to instructors with questions via Slack and receive feedback during class, or via posting on Moodle.

12 - Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvements in program instruction.

Bringing in more guest speakers and industry professionals would benefit the students and expose them to what is currently happening within the industry

Pulling in more students interested in illustration, eg Capilano

I guess it would be interesting if there were more opportunities for field trips and extended practicum practices (paid internships) as 3 weeks practicum is too short

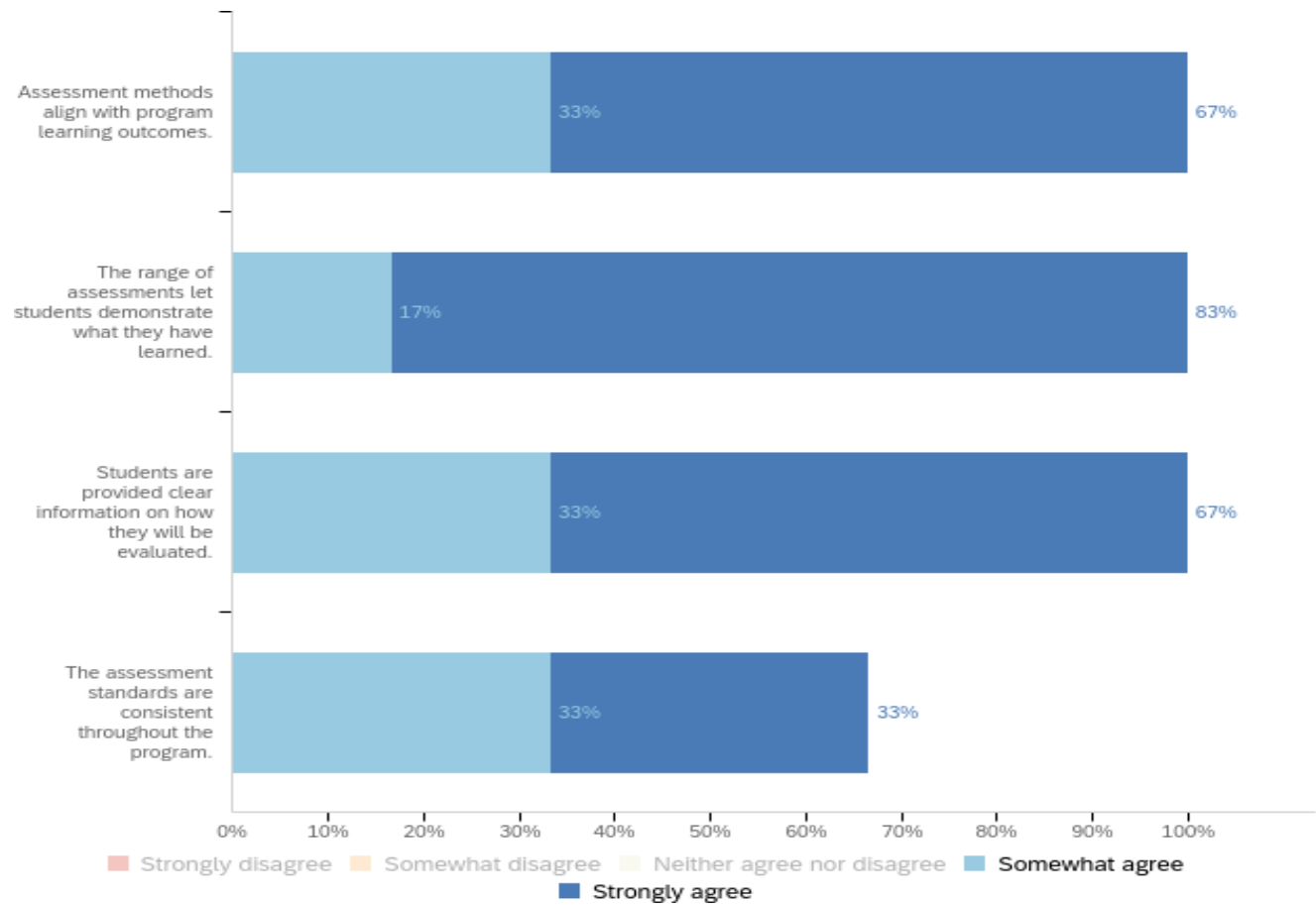
It would be beneficial to have all courses ensure alignment of learning outcomes and technical skills to reduce potential overlap or gaps. Hard to implement but staggered deadlines for large projects would support better results/outcomes for all.

More frequent changeover of specific projects; more focus on strategy and tactics, esp in 3rd and 4th-year (student presentations are notably weaker than when I first started in GDMA); more focus on university-level reading (journal articles, essays, analysis, case studies); looking at where more or less structure and/or progress check-ins are needed for long (4 to 6 weeks or semester-long) projects

In-person classes are all only offered in 3 or 4 hour blocks. More flexibility would benefit students who are juggling work and family responsibilities, or who don't find studio time in a group setting productive

Does the instruction meet the needs of diverse learners?

13 - Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

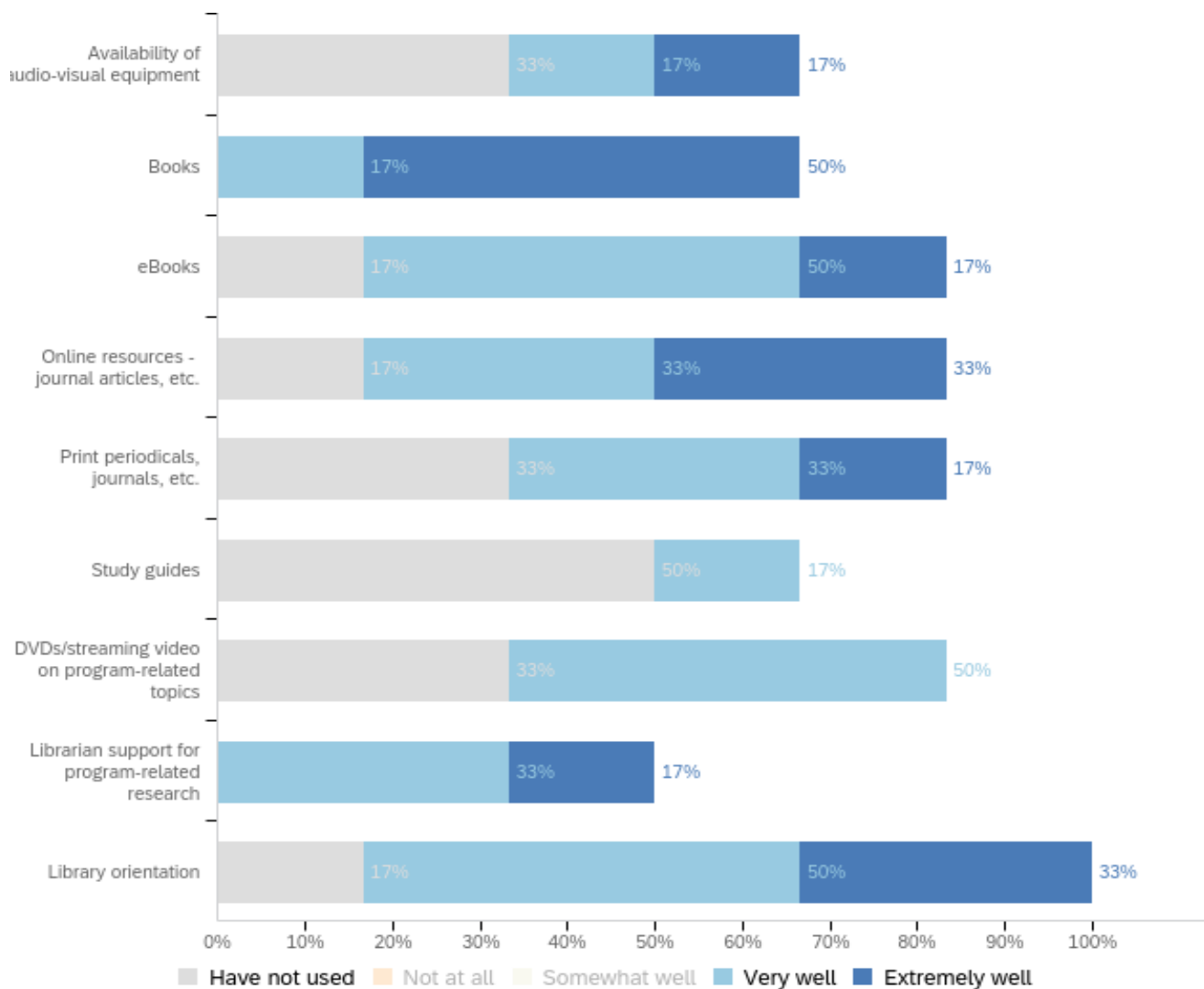
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	0%	0%	33%	67%	6
2	The range of assessments let students demonstrate what they have learned.	0%	0%	0%	17%	83%	6
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	33%	67%	6
4	The assessment standards are consistent throughout the program.	17%	0%	17%	33%	33%	6

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES, AND FACILITIES

Program Resources, Services, and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

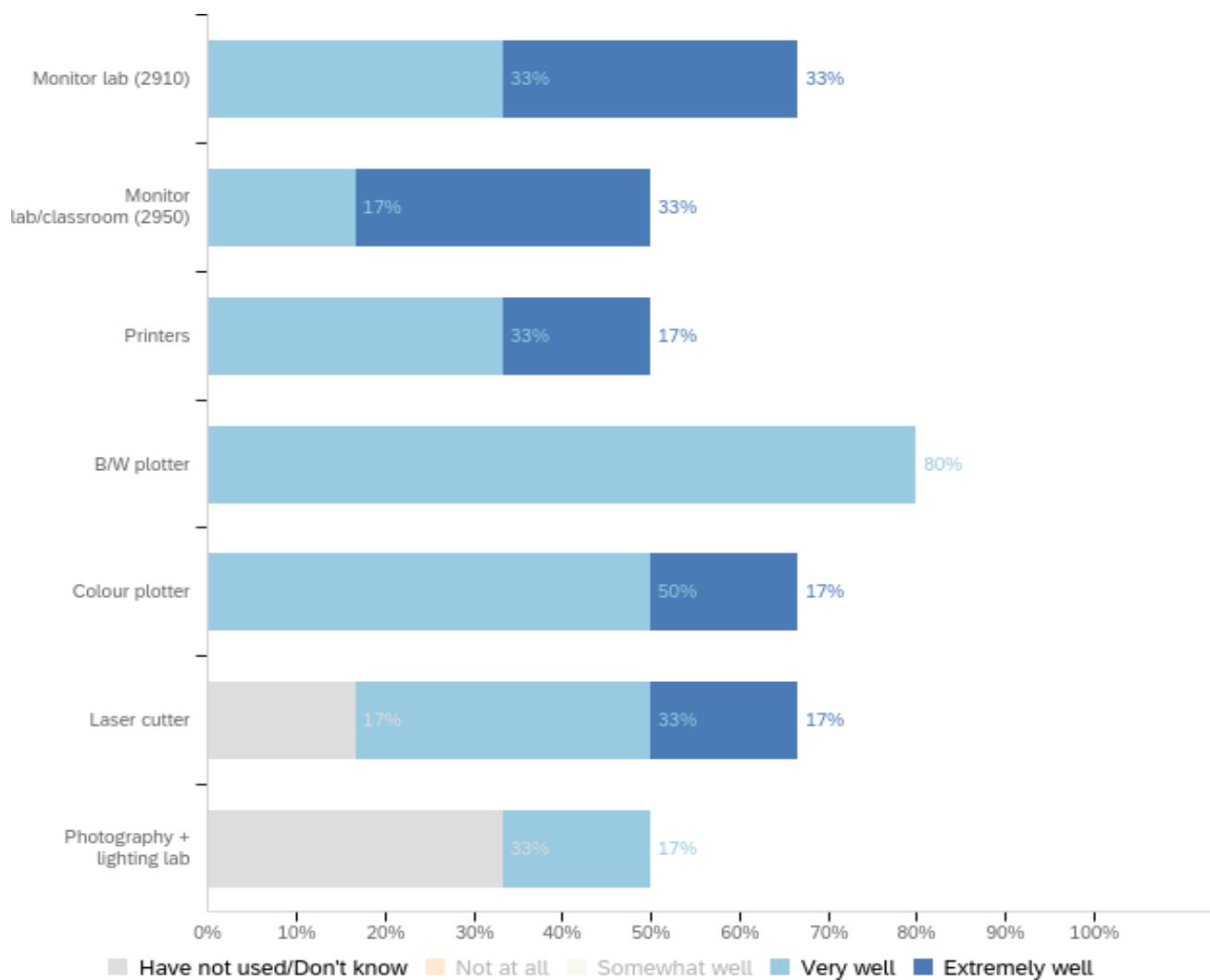
14 - How well are the following library resources meeting the program's needs?



#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual equipment	33%	0%	33%	17%	17%	6
2	Books	0%	17%	17%	17%	50%	6
3	eBooks	17%	0%	17%	50%	17%	6
4	Online resources - journal articles, etc.	17%	0%	17%	33%	33%	6
5	Print periodicals, journals, etc.	33%	0%	17%	33%	17%	6
6	Study guides	50%	17%	17%	17%	0%	6
7	DVDs/streaming video on program-related topics	33%	17%	0%	50%	0%	6
8	Librarian support for program-related research	0%	0%	50%	33%	17%	6
9	Library orientation	17%	0%	0%	50%	33%	6

Does the program have the facilities needed to deliver the curriculum?

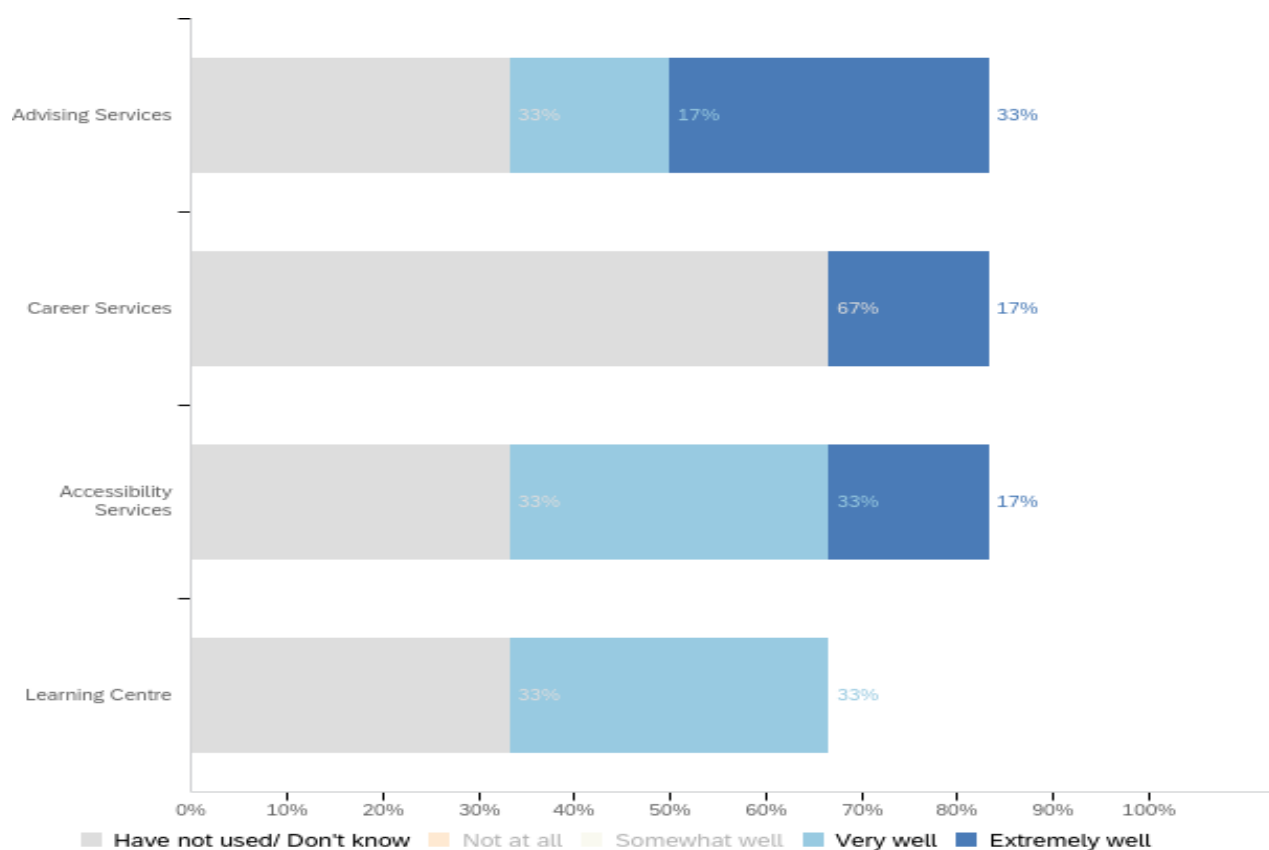
15 - How well are the following facilities meeting the program's needs?



#	Question	Have not used/Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Monitor lab (2910)	0%	0%	33%	33%	33%	6
2	Monitor lab/classroom (2950)	0%	0%	50%	17%	33%	6
3	Printers	0%	0%	50%	33%	17%	6
4	B/W plotter	0%	0%	20%	80%	0%	5
5	Colour plotter	0%	0%	33%	50%	17%	6
6	Laser cutter	17%	0%	33%	33%	17%	6
7	Photography + lighting lab	33%	17%	33%	17%	0%	6

Does the program have the support services needed to deliver the curriculum?

16 - How well are the following services meeting the program's needs?



Note that "not at all" and "Somewhat well" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all" and "Somewhat well" categories.

#	Question	Have not used/ Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Advising Services	33%	0%	17%	17%	33%	6
2	Career Services	67%	0%	17%	0%	17%	6
3	Accessibility Services	33%	0%	17%	33%	17%	6
4	Learning Centre	33%	0%	33%	33%	0%	6

Appendix G: Graphic Design for Marketing Program Review – Alumni Survey Results

The alumni survey was sent to 94 Graphic Desing for Marketing alumni. A total of 14 alumni responded. The response rate is 15%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

1 - When did you complete the Graphic Design for Marketing program?

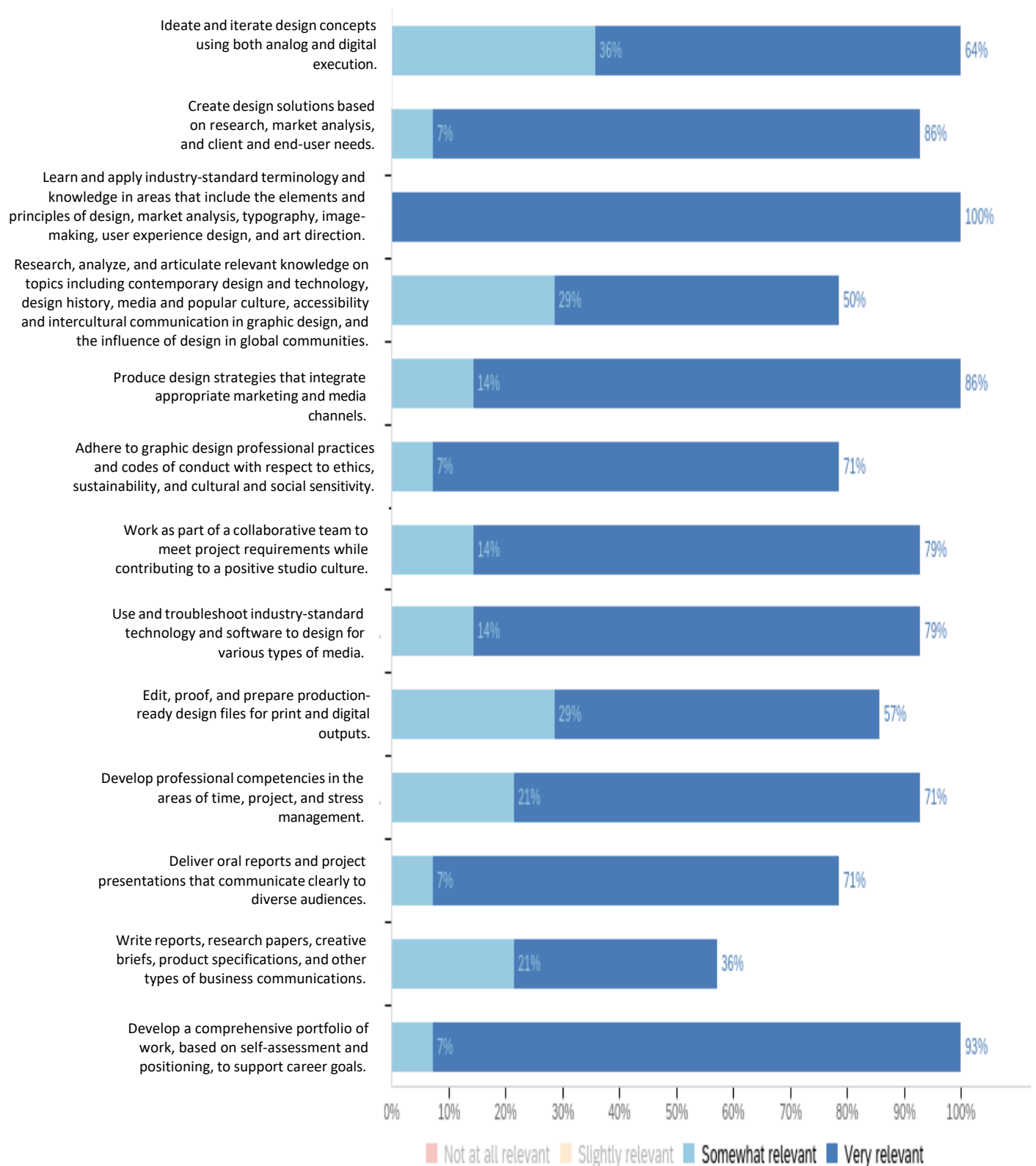
#	When did you complete the Graphic Design for Marketing program?	Percentage
1	2025	0%
2	2024	14%
3	2023	57%
4	2022	7%
5	2021	14%
6	2020	7%
7	2019	0%
	Total number of respondents	14

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

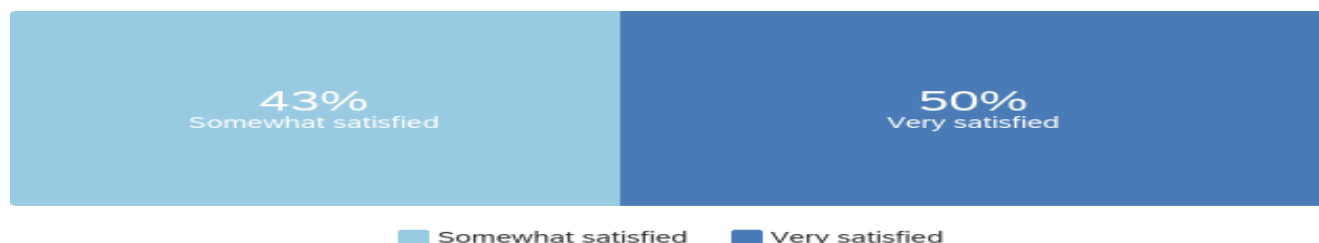
2 - Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Ideate and iterate design concepts using both analog and digital execution.	0%	0%	36%	64%	14
2	Create design solutions based on research, market analysis, and client and end-user needs.	0%	7%	7%	86%	14
3	Learn and apply industry-standard terminology and knowledge in areas that include the elements and principles of design, market analysis, typography, image-making, user experience design, and art direction.	0%	0%	0%	100%	14
4	Research, analyze, and articulate relevant knowledge on topics including contemporary design and technology, design history, media and popular culture, accessibility and intercultural communication in graphic design, and the influence of design in global communities.	7%	14%	29%	50%	14
5	Produce design strategies that integrate appropriate marketing and media channels.	0%	0%	14%	86%	14
6	Adhere to graphic design professional practices and codes of conduct with respect to ethics, sustainability, and cultural and social sensitivity.	0%	21%	7%	71%	14
7	Work as part of a collaborative team to meet project requirements while contributing to a positive studio culture.	7%	0%	14%	79%	14
8	Use and troubleshoot industry-standard technology and software to design for various types of media.	0%	7%	14%	79%	14
9	Edit, proof, and prepare production-ready design files for print and digital outputs.	0%	14%	29%	57%	14
10	Develop professional competencies in the areas of time, project, and stress management.	0%	7%	21%	71%	14
11	Deliver oral reports and project presentations that communicate clearly to diverse audiences.	0%	21%	7%	71%	14
12	Write reports, research papers, creative briefs, product specifications, and other types of business communications.	7%	36%	21%	36%	14
13	Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals.	0%	0%	7%	93%	14

3 - The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Graphic Design for Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Graphic Design for Marketing program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	7%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	43%
5	Very satisfied	50%

4 - Thinking of KPU's Graphic Design for Marketing program's curriculum as a whole, please indicate the strengths of the program.

Well rounded curriculum and degree that allows flexibility in job options after graduation. The market for traditional graphic designers is shrinking, but there is a demand for digital marketing, UX, content and creative strategy. Including marketing and business curriculum is a smart combo to have.

Integration of marketing, impact focused work, not just conceptual. Variety of fields explored, video, animation, ui/ux, print, packaging.

The program focused on the industry from the start and always kept the marketing and industry element (audience, marketing channels, brand identity and touchpoints, studio culture, briefs, client presentations) front and center throughout. The learning curve was handled pretty well with a focus on software skills and ideation at the start, and more advanced concepts later on as the marketing element was brought in and our skills improved. Having instructors with real-world design experience who could assign and critique our work with this perspective made the program much more valuable than simply teaching us software and technical skills. We were encouraged to build both our technical and design skills, which was very valuable. I feel the program did a good job in communicating some of the most important elements of being a graphic designer - taking and applying feedback, exploring and pushing your skills, and presenting and taking ownership of your work. We were able to cover a number of different design disciplines over the years which allowed us to find specific niches or interests that appealed to us and apply them to our projects, and we were encouraged to always seek out feedback from both our instructors and peers. I think this built a collaborative environment where everyone was willing to help each other improve, while keeping our work grounded in real-world concepts, settings, and critique.

The program is strong in preparing students for the specific context of the Industry in Vancouver, gave students lots of exposure and opportunities to get comfortable presenting ideas to peers and industry professionals. Overall a great environment to learn if the student is active in wanting to take advantage of the wealth of resources available.

The program is really good at training you on branding, presentations, concept development, and providing basic knowledge and skills you need to work in graphic design. Elective courses such as technology for entrepreneurs and marketing are very important. Technology knowledge is important so students can understand how technology is impacting graphic design market. It is also important so students understand tech companies when applying for jobs, and reading and writing job applications.

I feel like the program as a whole gives a decent overview of what to expect going into the industry straight from school.

I think the biggest strengths in the learning came from the different perspectives each prof brought to the table. I think their specialties and how they were delivered show through the program.

I don't actually have any specific memories related to the program curriculum, but I thought the strongest asset to the program was having great professors. Probably the highlight for me. When I attended, my professors had good knowledge base of the industry. They had long industry experience and were practical when teaching and guiding the students in meeting their individual goals. They also provided meaningful connections for their students to industry studios/professionals.

Students come out with an ability to ideate, think creatively, with pretty good technical skills

I think it did a very good job regarding the research aspect of design. To design with reason has been incredibly helpful with my projects since graduating.

Amazing instructors, interesting and compelling projects, lots of one on one time, good access to tech, good focus on strategy, methodology, execution and presentation skills

5 - Thinking of KPU's Graphic Design for Marketing program's curriculum as a whole, please provide any suggestions you have for improvement.

NA

I wish we had explored other mediums a bit more, as a class. Some of that was up to us but I would have liked to have been guided through it more. I also think that our curriculum lacked a lot of real world integration, so I would have liked to have seen more internship opportunities for summer especially, and long internships. 3 weeks is not enough. Also the internships should have been done sooner.

This is less of a critique and more of a personal observation, but in my opinion the program did not prepare us for the realities of the modern design industry. In a way I feel our instructors were speaking based on their own experiences in getting and keeping jobs, pay, studio culture etc. The modern design industry, at least in Canada, is extremely competitive and the majority of entry-level jobs (if any) are with smaller non-design companies who want designers to be experienced in dozens of disciplines at once (video, social media, marketing, design and photography) and wear all these hats for very little pay. We were taught presentation and self-marketing skills with the expectation that we'd be working for design studios with consistent pay, that would hire us right out of graduation. Also, while no one could have really expected this given the nature of the technology, I feel as if a more critical look at AI and its potential impacts on our jobs (some kind of "future-proofing") would have been more helpful than an entire course dedicated to augmented reality which never took off on the level we were taught it would. The handling of the Grad Show was also a major point of contention for many of us - it was very

disorganized with constantly changing requirements and deliverables, had to be paid partially *out of pocket* by students, excluded the other faculties leading to tensions between programs, and lacked clear communication and collaboration. The personal booklets we designed as part of our grad/portfolio work were essentially assigned to us on a whim ("yeah, I'll think we'll have you guys do that") and required extremely tedious and stressful setup to meet the specific requirements for printing on a new machine from Mitchell Press. The finished booklets were not impressive enough to warrant such a stressful setup process. On the whole I found the program to be too disorganized, scattershot in terms of topics, and unnecessarily work intensive. It was disingenuous to be told the importance of taking breaks and stepping away from our work when we were commuting from Vancouver, Surrey, etc and juggling 4-5 projects at the *same time* - while also being advised to push ourselves and drop Netflix and social media. There was no breathing room between projects (especially between the Capstone Project, our biggest and most time-intensive project with the most stakes, and then the virtually identical Focus Project with a smaller timeframe the next semester). Grading and course structure was very inconsistent because of instructors' unique and sometimes contradicting preferences. Some instructors used Moodle with a standard format for assignment submissions, content delivery, etc, others didn't because they either didn't know how to use it or didn't like it. Some preferred to use Slack which resulted in important messages being buried in the channels. Some insisted on using Figma for slide delivery instead of posting PDFs, etc. Each instructor seemed to grade based on their own preferences instead of objectively and the grading scale felt very skewed and confusing - I feel like choosing a consistent approach to grading and maybe emphasizing the importance of feedback and learning over number grades would have made it less confusing. While I definitely appreciated the variety of topics covered, I feel now that our education in these areas (and we were even told as much by instructors) was inadequate. For example, motion graphics and vector illustration are in-demand skills that most designers, I feel, won't be naturally gifted at and were either covered sparingly or not at all. We were often given a basic sampler of these topics or programs (Figma, After Effects etc) and told to learn them on our own time along with our huge workloads.

Overall working in more freedom for instructors to alter the curriculum at will to catch up with contemporary issues in design is a must. Different pathways/choice to specialize in learning things that align with students individual design process (not having a whole year on UX/UI design when most students will never engage in this medium) Adding in short workshops on different topics to inspire creativity (IDEA school of design does this well) Less group projects, typical collaboration in the design industry involves either peers of different disciplines, or designers and creative directors with set roles and responsibilities (1 person calling the shots) working in a group of 4 jr designers is counter productive, harmful to creative expression, harmful to GPA, and breeds animosity, also has no real world application.

I think the program needs to teach basic digital marketing skills such as social media, email, content blogs, video marketing, website platforms, and other marketing skills needed in a real job. I think this important so students can create better designs tailored to their target audience and the purpose and reasonings of why they are designing or choosing materials.

I think it would be beneficial to include more lessons, tools and resources targeted towards freelancing.

I think starting the program may be the biggest barrier for some joining. While it wasn't inherently bad by any means, the way in which we learned the foundational skills of the adobe suite were a tad unorthodox.

When it comes to producing projects, incorporate real production specs and requirements as a part of the project delivery. It does not have to a requirement for every project, but knowing how to setup a print file when producing a book, large scale banners, etc. would be practical knowledge to teach.

Students should be taught better motion skills, the quality education I received specifically when it comes to learning about motion was severely inadequate

The design world is far more unstable and competitive than was discussed in the program. I know that our professors at the time couldn't have predicted things like AI for example, but a more realistic 'warning' about how difficult it is to find work would have been nice. Also some information about freelancing or independent contracting would have been good. Since I have freelancing experience, I've had to help out with answering a lot of 'how do you freelance?' questions from my peers since graduating, so I know that they would have really benefitted from that knowledge.

lots more in the world of web and app design that wasn't covered ex. design to dev communications and handoff, QA, breakpoints, etc.

More focus on freelance rather than small business in 4th year. More in depth marketing classes or higher emphasis on this portion. (kind of felt like the same one twice, same with branding) In the real world project timelines and time for steps like ideation/execution are so much shorter. The program should reflect this atleast in the 4th year to mimic industry standards Emphasis on other industries/careers this program can set you up for Create strategists, graphic design industry is very oversaturated

6 - What topics, if any, were missing from the program?

NA

Fine art, vector illustration, photography.

Motion graphics and video were covered very briefly, and the instructor was fairly unprofessional and disconnected from the rest of the program. Illustration (particularly vector illustration) was barely covered.

Here are a few very obvious omissions from the program: Addition of formal copywriting/concept courses Addition of formal art direction (advertising context) courses Addition of 3d/motion/animation courses (possible tie-in with the entertainment arts program at KPU) this will be an asset to any designer entering the industry (this is actually such a good idea, it would be a tragedy not to do this) Photography

courses (this should be self evident but understanding the fundamentals of composition, lighting, and so on will improve a students taste (ideally))

Technology for entrepreneurs should be a must but tailored to design and communications. Also, digital marketing and be more comfortable with technology that exist already such as social media and videos. There are so many job postings that includes social media and marketing materials on their job descriptions. UX Design such as user research, user testing, etc. I understand that the school are leaning toward design agencies but most students will apply for job postings online which are in-house designer positions. Better and longer co-op programs where students spend minimum 4 months at the workplace.

Proper motion design lessons, copywriting (not academic writing), managing a freelance business

I can't think of any in particular, it would've just been good to have courses on specific tools like illustrator and photoshop as opposed to diving right into it all.

Basic motion skills were not taught

Discussion of freelancing/independent contracting. Not just studio or in-house work. I also think that it would've been nice to really hammer in a designer's worth, and how to show that value to potential employers, especially via resume. To explain, many businesses turn to, for example, low-skilled Canva work as a replacement for a designer. It would have been nice to have been given some information on how to tackle this.

answered in previous Q

7 - What are the emerging trends in the sector that new grads should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

Video and content creation

Technology, definitely. There's too much reliance on the Adobe suite, I would like to see alternate programs explored. I would also like to see more interactive design, and motion design.

The influx of international talent leading to increased competition and the inability of many, many graduates to find steady agency work after graduation. The industry has moved away from traditional hiring methods and now seems to rely entirely on connections to find work. Education is less valuable than hard experience now which is impossible to get due to the requirements for entry level jobs. Companies wanting designers to wear multiple hats in entry-level jobs and have experience in many different disciplines. The necessity for design grads to seek multiple sources of income. AI potentially outpacing lower level designers and leading to design being devalued. AI is a major topic I feel needs to be covered (though I'm sure the school is well aware by now), especially in regards to how it can be leveraged, the ethical concerns and considerations, and potential risks to the market and jobs and how these can be addressed.

Technology platforms such as AI, AR, videos, basic animation, etc. How to work with technologies and solve important problems such as sustainability, etc.? How to use technology (AI Generated mockups) to create better mockups? How to create stronger case studies using technology? How to use prompts for better written content? How to use technology to brainstorm ideas for better concepts and better projects?

Using AI efficiently and the implementation/push towards having some element of motion in your work.

Innovation makes sense, especially with the job market being so dismal. I think being able to be prepared for what's to come after fourth year in relevancy to what's happening in the real world would help a new grad tremendously.

Having more than one skill set is always a bonus when it comes to finding any work. Being able to illustrate, animate etc. are attractive and useful skills. You may not be a wizard at illustration or animation, but it can give your work an edge even if you incorporate one of those elements into your design/thinking.

Motion, 3D somewhat, how to properly use AI technology

There're really alarming trends that are pushing out designers in favor of cheaper alternatives, be it Canva, fake designers, AI, or a combination of all three. All of this leads to an unstable field, and has made it more difficult to find a job in a studio or in-house, which is what we were told were our options upon graduation. A solution to this, outside communicating and emphasizing how much value a real designer can bring to a project, is also to introduce the idea of freelancing, and give students the tools and basic know-how to get their feet planted doing design as a freelancer or independent contractor.

using ai with design software. Feels new, foreign and intimidating to me as an alum

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

8 - To what extent did KPU's Graphic Design for Marketing program help you develop each of the following Program Learning Outcomes?

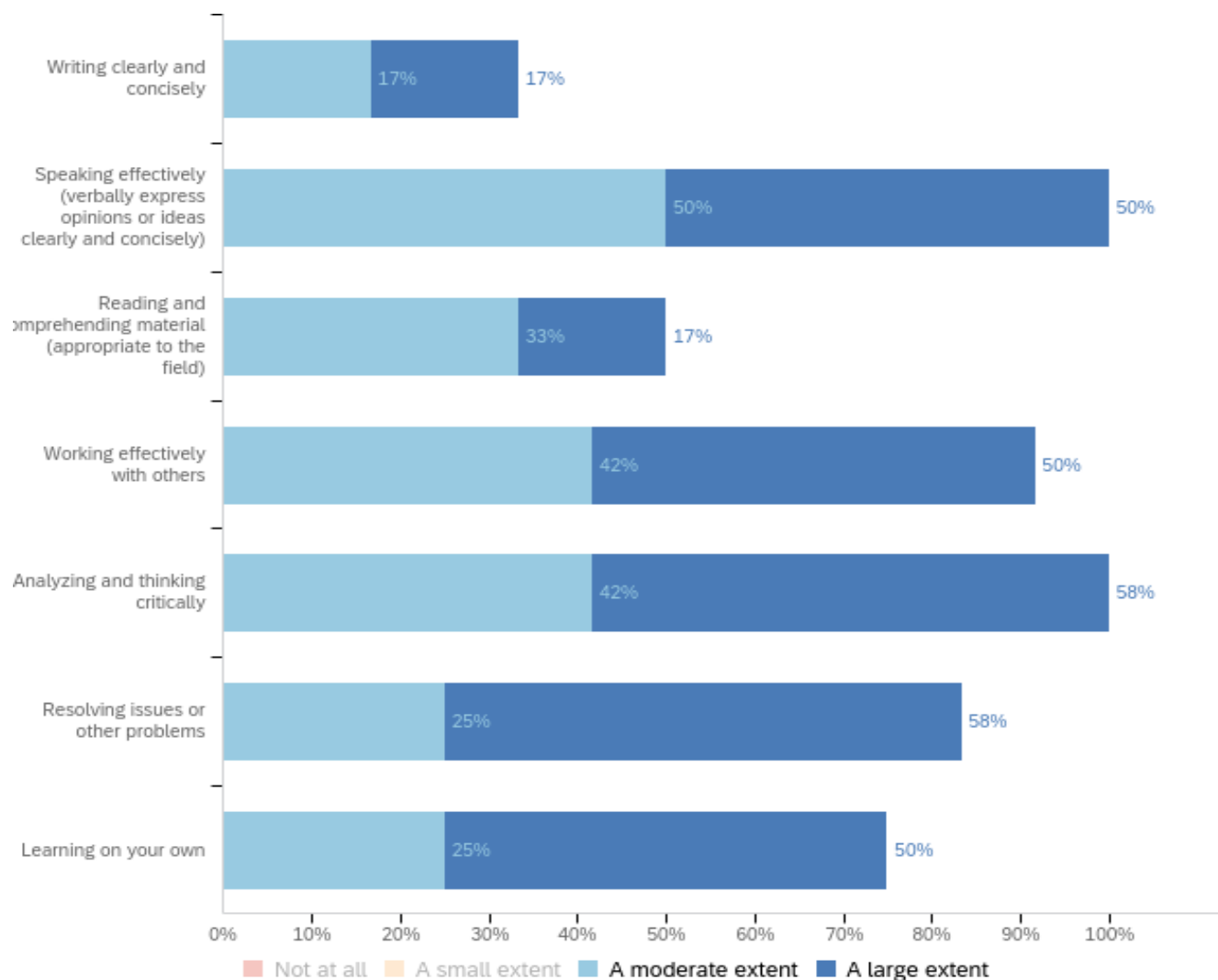


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Ideate and iterate design concepts using both analog and digital execution.	0%	0%	25%	75%	12
2	Create design solutions based on research, market analysis, and client and end-user needs.	0%	8%	33%	58%	12
3	Learn and apply industry-standard terminology and knowledge in areas that include the elements and principles of design, market analysis, typography, image-making, user experience design, and art direction.	0%	0%	42%	58%	12
4	Research, analyze, and articulate relevant knowledge on topics including contemporary design and technology, design history, media and popular culture, accessibility and intercultural communication in graphic design, and the influence of design in global communities.	0%	17%	50%	33%	12
5	Produce design strategies that integrate appropriate marketing and media channels.	0%	8%	50%	42%	12
6	Adhere to graphic design professional practices and codes of conduct with respect to ethics, sustainability, and cultural and social sensitivity.	0%	25%	25%	50%	12
7	Work as part of a collaborative team to meet project requirements while contributing to a positive studio culture.	0%	25%	8%	67%	12
8	Use and troubleshoot industry-standard technology and software to design for various types of media.	8%	17%	17%	58%	12
9	Edit, proof, and prepare production-ready design files for print and digital outputs.	0%	17%	25%	58%	12
10	Develop professional competencies in the areas of time, project, and stress management.	0%	25%	50%	25%	12
11	Deliver oral reports and project presentations that communicate clearly to diverse audiences.	0%	0%	25%	75%	12
12	Write reports, research papers, creative briefs, product specifications, and other types of business communications.	0%	50%	25%	25%	12
13	Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals.	0%	0%	42%	58%	12

Are appropriate opportunities provided to help students acquire the essential skills?

9 - To what extent did KPU's Graphic Design for Marketing program help you develop each of the following essential skills?

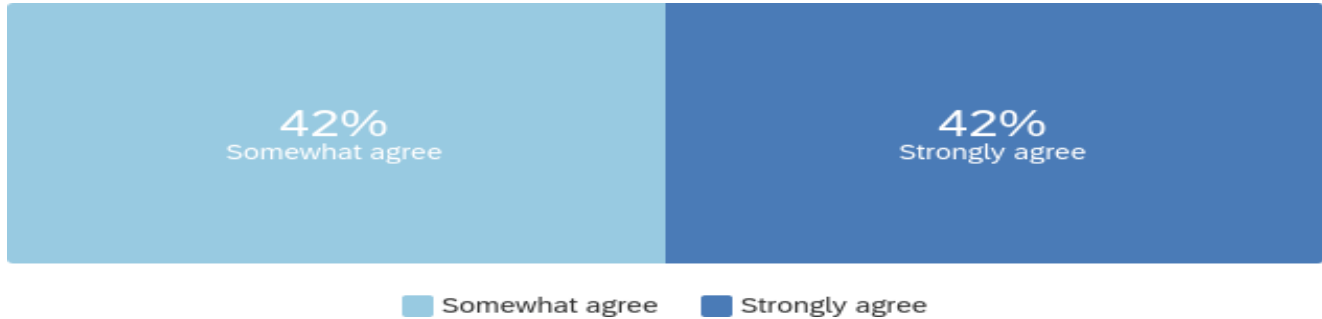


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	8%	0%	17%	17%	12
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	0%	0%	50%	50%	12
3	Reading and comprehending material (appropriate to the field)	8%	0%	33%	17%	12
4	Working effectively with others	0%	8%	42%	50%	12
5	Analyzing and thinking critically	0%	0%	42%	58%	12
6	Resolving issues or other problems	8%	8%	25%	58%	12
7	Learning on your own	8%	17%	25%	50%	12

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

10 - To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	8%
3	Neither agree nor disagree	8%
4	Somewhat agree	42%
5	Strongly agree	42%
	Total number of respondents	12

11 - Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.

#	Answer	Percentage	Count
1	Mentorship	78%	7
2	Work-integrated design project with an industry or community partner (outside of a course)	44%	4
3	Course-based design project with an industry or community partner	11%	1
4	Applied research projects as a Research or Student Assistant	11%	1
5	Other, please specify:	22%	2
	Total number of respondents		9

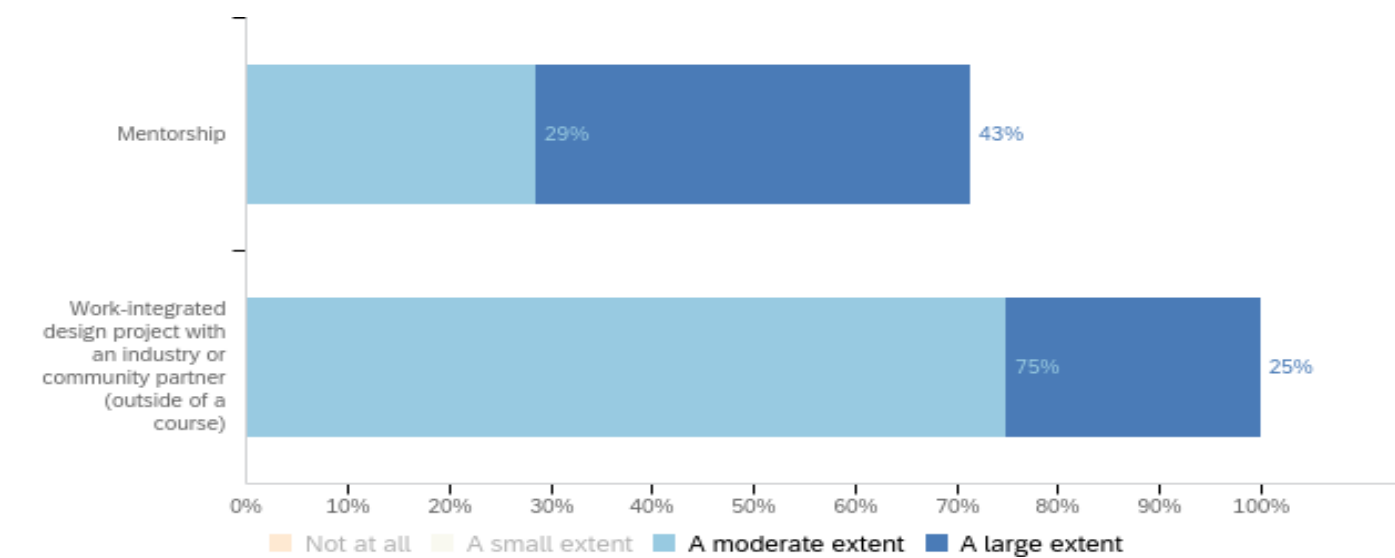
Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Other, please specify - Text

Grad show development

School Club

12 - Indicate the extent the work-integrated and/or community-engaged learning opportunities contributed to your learning.

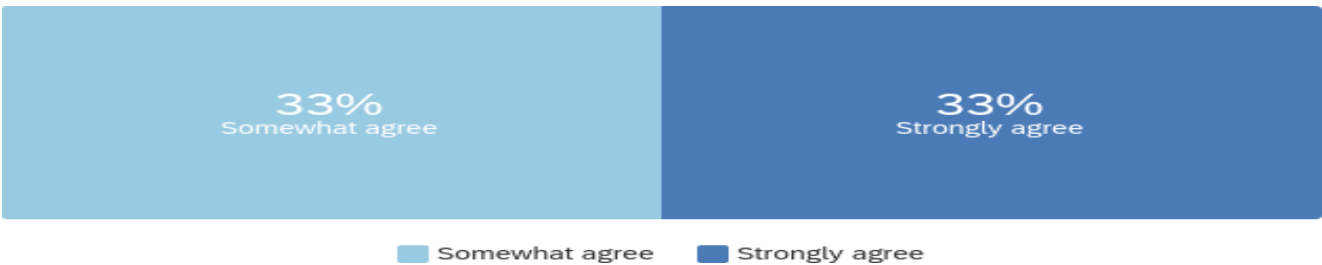


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Mentorship	0%	29%	29%	43%	7
2	Work-integrated design project with an industry or community partner (outside of a course)	0%	0%	75%	25%	4
3	Course-based design project with an industry or community partner	Not enough responses to report.				1
4	Applied research projects as a Research or Student Assistant					1
5	Other, please specify:					2

Does the program design ensure students are prepared for subsequent courses?/Are students making satisfactory progress in the program?

13 - Thinking of KPU's Graphic Design for Marketing program as a whole, to what extent do you agree that the prerequisites offered prepare you for more advanced courses?

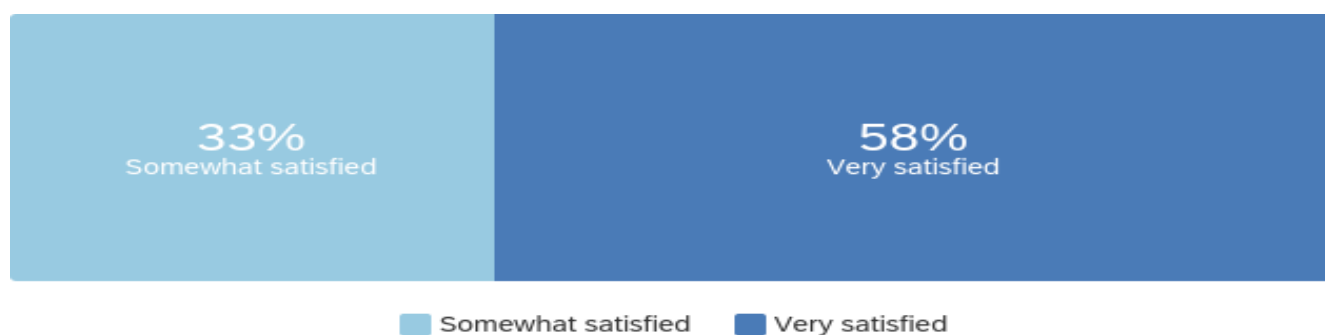


Note that “neutral” and “negative” categories are excluded from the chart, leaving only the “positive” categories. Use the frequency table below to review the proportion of “neutral” versus “negative” responses.

#	Thinking of KPU's Graphic Design for Marketing program as a whole, to what extent do you agree that the prerequisites offered prepare you for more advanced courses?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	33%
4	Somewhat agree	33%
5	Strongly agree	33%
	Total number of respondents	12

Does the instruction meet the needs of diverse learners?

14 - Overall, how satisfied are you with the instruction you have received in KPU's Graphic Design for Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Graphic Design for Marketing program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	8%
4	Somewhat satisfied	33%
5	Very satisfied	58%
	Total number of respondents	12

15 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

Classes are small, which is nice, also the rooms are very useful with the external monitors. Resource room has some good items, 3D printing and downstairs lab are good too.

Having the majority of our learning come through project work, while exhausting, was a very good way to learn design hands-on. We weren't just learning theory, we were designing based on experimentation and exploration and using feedback to refine our projects and see what did or didn't work. When there was more traditional teaching (slide decks, lectures, etc) they were light and instructional and not overly complicated or heavy. They also focused heavily on valuable topics like workflow, the design industry, when to use certain programs/formats/mediums, and preparing for a career.

The main strengths of this program are the instructors themselves, each instructor delivered content differently and had their own methodologies of teaching, offering a good depth of diverse learning experiences. Everyone is going to respond differently to any given method of teaching, so having such stark contrast between any two given instructors holds space for a wide range of different learners.

Most students are working on their own, practicing their design while waiting for the instructor to provide advice after.

I enjoyed how hand on the teachers were and how willing they were to offer support once you sought it out.

I think they give a great foundation of the largest facets of graphic design. Conceptually I understand a lot of the big focal points of the design industry largely due to [Instructor Names Redacted].

Delivering instruction and learning is greatly dependent on the parts of the professor and students. Professors have to be present and available meeting students needs. The students if they have certain goals that are not being met, need to reach out to the professors for help. The program is designed to encompass a large sector for a mass audience and must meet certain set requirements. But the professors can be accommodating. Students and professors need to communicate to find a middle ground and reach a common goal.

Our professors felt like people - which was really nice. They were approachable and took the time to understand your needs. This meant a lot to us, and made our cohort feel like a strong family- it inspired us to try our best with each project.

small class sizes

GREAT KNOWLEDGABLE instructors there thoughts and opinions are golden

16 - Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction.

Underutilized resource rooms, a lot of kind of wasted "work time" in class. Would have preferred actually learning something in that time.

I feel the program could have had a bigger focus on practical/software skills. A lot of skill learning was essentially left to us to figure out on our own, and given the already huge workload I rarely felt motivated to use my own time on learning a program or skill that might have ended up just wasting valuable time. In some cases it felt like our learning was based more off of instructors' personal preferences for what makes a good/bad design, instead of helping us build a critical eye for when design choices work or not. I feel like hands-on learning could have been achieved through in-class projects, guided exercises and/or tutorials instead of exhausting back-to-back projects. If these were implemented on top of the packed project schedule, though, it might make it feel like valuable class time is being spent on superfluous work. The program needs balance. Some instructors were jokingly self-aware about how "dead inside" we students were or how certain semesters would be particularly difficult, while not doing anything to lessen the load or help us manage stress realistically, which felt a bit offensive.

Remove people who do not contribute from the class room, I know you can't kick them out of the program for financial reasons, but let students who don't want to attend class-those who don't add their voice, contribute ideas, or at the very least sit still and listen, stay home. Let the students who want to be there and learn, do so free from any distraction ;)

Maybe group projects where students are assigned different roles such as one creating for social media, presentation slides, posters and print, and then website digital. This will provide them different experience and exchanging feedback for different projects.

I wish we had guest instructors that specialized in some special topics being taught rather than having to self learn some material.

Mentioned prior, it would be great to give classes on photoshop and illustrator instead of going head on into certain parts of graphic design as a whole. While this doesn't make sense in all case scenarios, there are also plenty of students in new intakes that have no experience with this. It would help to get more in-class learning with foundational skills.

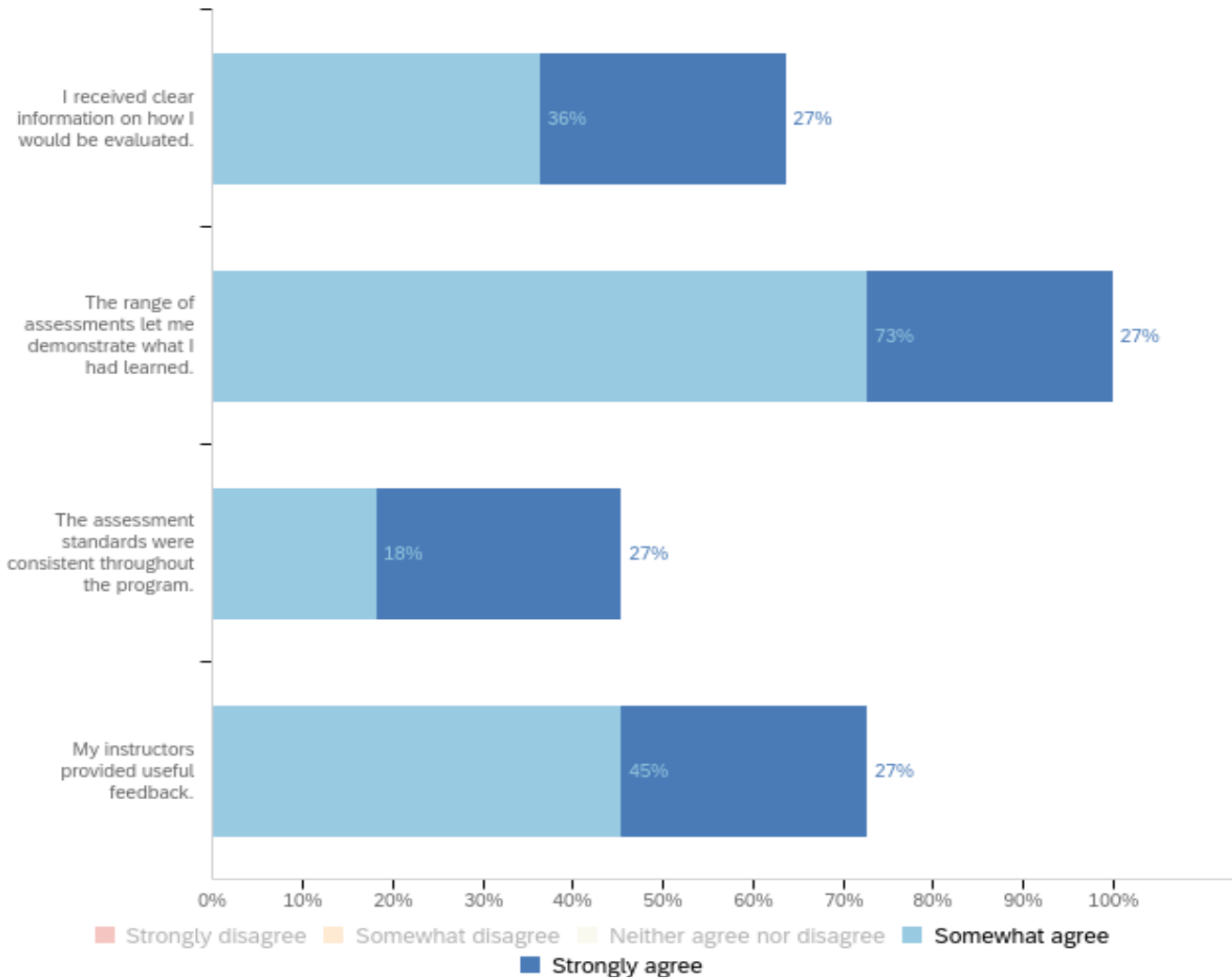
I think opportunities to practice remote learning (one class in person, the following remote) could help prepare students for a job market where hybrid work of some sort will likely be a part of their lives

We had instruction during COVID. So my class and the relevant years around us also had instruction during COVID. The lack of materials for online learning was palpable and problematic--which was totally understandable given that it had to be a very sudden shift to online learning. That being said, it highlighted a need for program materials to be available online as well as in-person. Many courses just didn't have assignments, materials, etc. available online when they should have. Maybe it's been improved since, but I figured I'd highlight it regardless.

Instructors are the best part of the program

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

17 - Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I received clear information on how I would be evaluated.	0%	18%	18%	36%	27%	11
2	The range of assessments let me demonstrate what I had learned.	0%	0%	0%	73%	27%	11
3	The assessment standards were consistent throughout the program.	18%	9%	27%	18%	27%	11
4	My instructors provided useful feedback.	0%	9%	18%	45%	27%	11

Are graduates of the program successful?

Further Education

18 - Have you pursued further education since completing KPU's Graphic Design for Marketing program?

#	Have you pursued further education since completing KPU's Graphic Design for Marketing program?	Percentage
1	Yes	18%
2	No	82%
	Total number of respondents	11

19 - Please list the name of the program and the institution where you enrolled after completing KPU's Graphic Design for Marketing program.

UX Design from Brainstation

User Interface (UI) and User Experience (UX) Design Associate Certificate, BCIT

20 - What is the highest credential you have earned or are currently pursuing since completing KPU's Graphic Design for Marketing program?

#	What is the highest credential you have earned or are currently pursuing since completing KPU's Graphic Design for Marketing program? - Selected Choice	Percentage
1	Diploma	0%
2	Associate's Degree	0%
3	Bachelor's Degree	0%
4	Master's Degree	0%
5	Doctorate	0%
6	Professional designation (Please specify)	0%
7	Other (Please specify)	100%
	Total number of respondents	2

Other (Please specify) - Text

Associate's Certificate

Certificate

21 - To what extent do you agree that KPU's Graphic Design for Marketing program prepared you well for further education?

Not enough responses to report.

Employment

22 - Are you currently employed in a field related to what you studied at KPU?

#	Are you currently employed in a field related to what you studied at KPU?	Percentage
1	Yes	73%
2	No	27%
	Total number of respondents	11

23 - Which of the following best describes your current employment situation?

#	Which of the following best describes your current employment situation?	Percentage
1	Full-time regular position	63%
2	Part-time regular position	0%
3	Contract position	25%
4	Casual or temporary position	0%
5	Self-employed	13%
	Total number of respondents	8

24 - What is your position/role/job title?

Visual Identity Designer

Environmental Graphic Designer

Graphic Designer

Studio Graphic Designer

Graphic designer

Designer

ux ui designer

Project manager

25 - Could you specify the organization where you are currently employed? This information will help us better determine KPU graduates' career trajectories.

The Creative Solution

Lost & Found

ZAK

Work is strategy driven to produce working systems, brands and websites for large communities or individual companies.

ZAK

I currently work with Etude Digital - they were part of the internship section of our coursework in the 4th year. They're amazing.

previously iamota, but currently self employed

Brand momentum

26 - Were you previously employed in a field related to what you studied at KPU?

#	Were you previously employed in a field related to what you studied at KPU?	Percentage
1	Yes	33%
2	No	67%
	Total number of respondents	3

27 - Which of the following best describes your previous employment situation?

#	Which of the following best describes your previous employment situation?	Percentage
1	Full-time regular position	100%
9	Part-time regular position	0%
10	Contract position	0%
11	Casual or temporary position	0%
12	Self-employed	0%
	Total number of respondents	1

28 - What was your position/role/job title?

Graphic Designer

29 - Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	11%
3	Neither agree nor disagree	0%
4	Somewhat agree	56%
5	Strongly agree	33%
	Total number of respondents	9

30 - Please identify the skills/knowledge area(s) you felt were missing for an entry-level job in your industry.

File production management.

How to build a strong resume. It was lightly touched on in our coursework, but it should have been stronger. Many businesses need a strong resume in order to even look at your portfolio, but I felt like our coursework focused much more on the portfolio aspect (which isn't bad - the portfolio discussions were literally perfect, but we needed more resume info too) A lot of entry-level positions also require quite a bit of job experience already, which most graduates will not have. Some discussion in our courses about this would have helped.

I believe a lot of my skills were taken from me seeking out employment within my field throughout school and expanding my own network and learning from people in DesCan and RGD.

Overall did a pretty good job with preparing us for work in an agency. 78/100 (this is really good on the KPU grading scale)

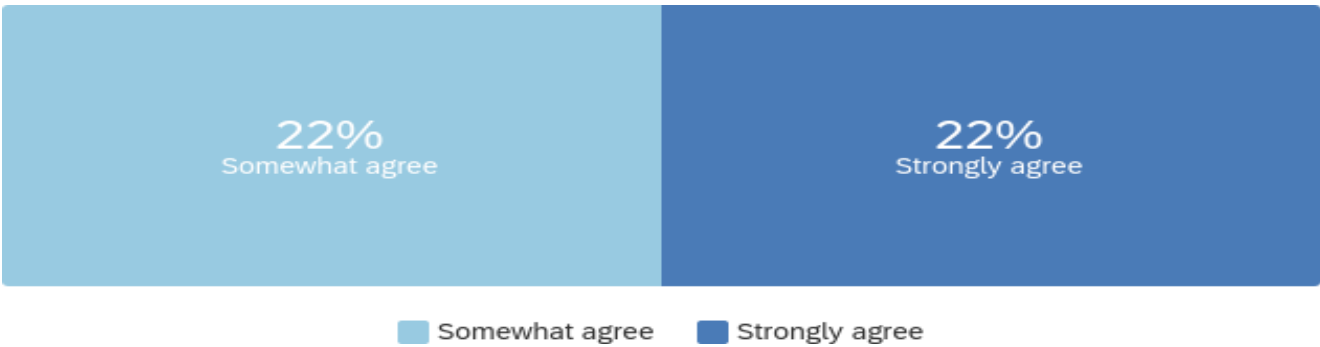
Product Design, UX/UI Design, User Research, User Testing, Digital Marketing, Social Media Marketing, Content Marketing, Video Editing

Project management, working with clients, hostile communication, AI, acquiring internships, acquiring jobs, interviewing.

The speed and pace at which the industry moves, speaking with clients

dimensions/export sizes and file types for social media, how to make GIFs with photoshop, nuances and requirements around licensed fonts - what is and isnt allowed for commercial projects, how to QA and navigate the "inspect" tab on web, invoicing templates, needed more photoshop skills for entering a junior designer in a marketing/social firm that put out a lot of social media posts and did their own photography.

31 - Based on your experience since graduating, to what extent do you agree that the program prepared you well for an intermediate-level job in the industry?



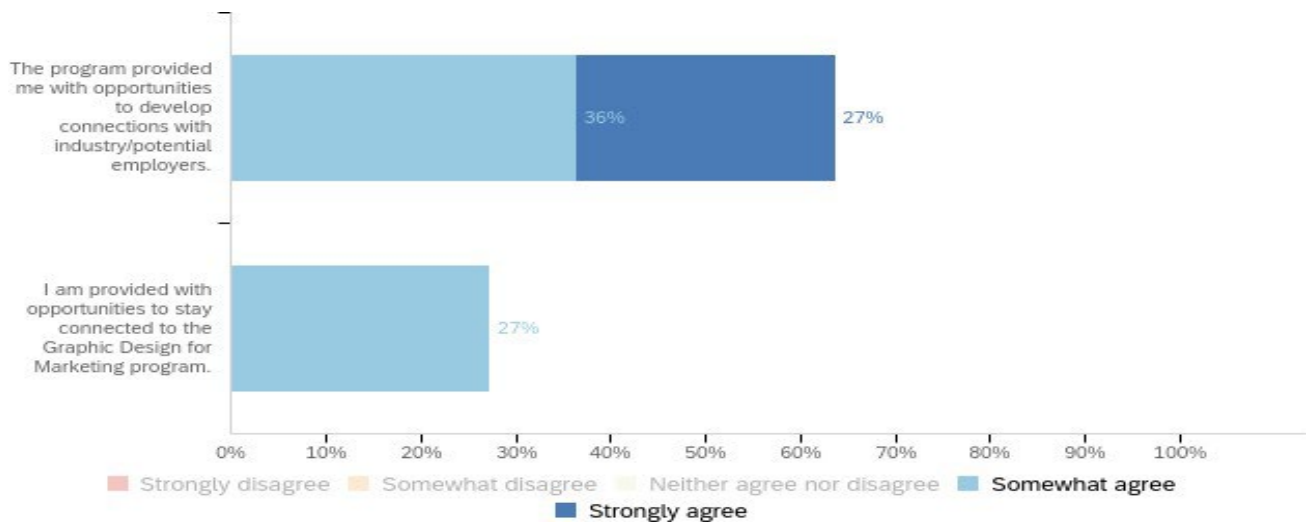
Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Based on your experience since graduating, to what extent do you agree that the program prepared you well for an intermediate-level job in the industry?	Percentage
1	Strongly disagree	11%
2	Somewhat disagree	22%
3	Neither agree nor disagree	22%
4	Somewhat agree	22%
5	Strongly agree	22%
	Total number of respondents	9

Does the program have the connections to the discipline/sector to remain current?

Alumni Connections

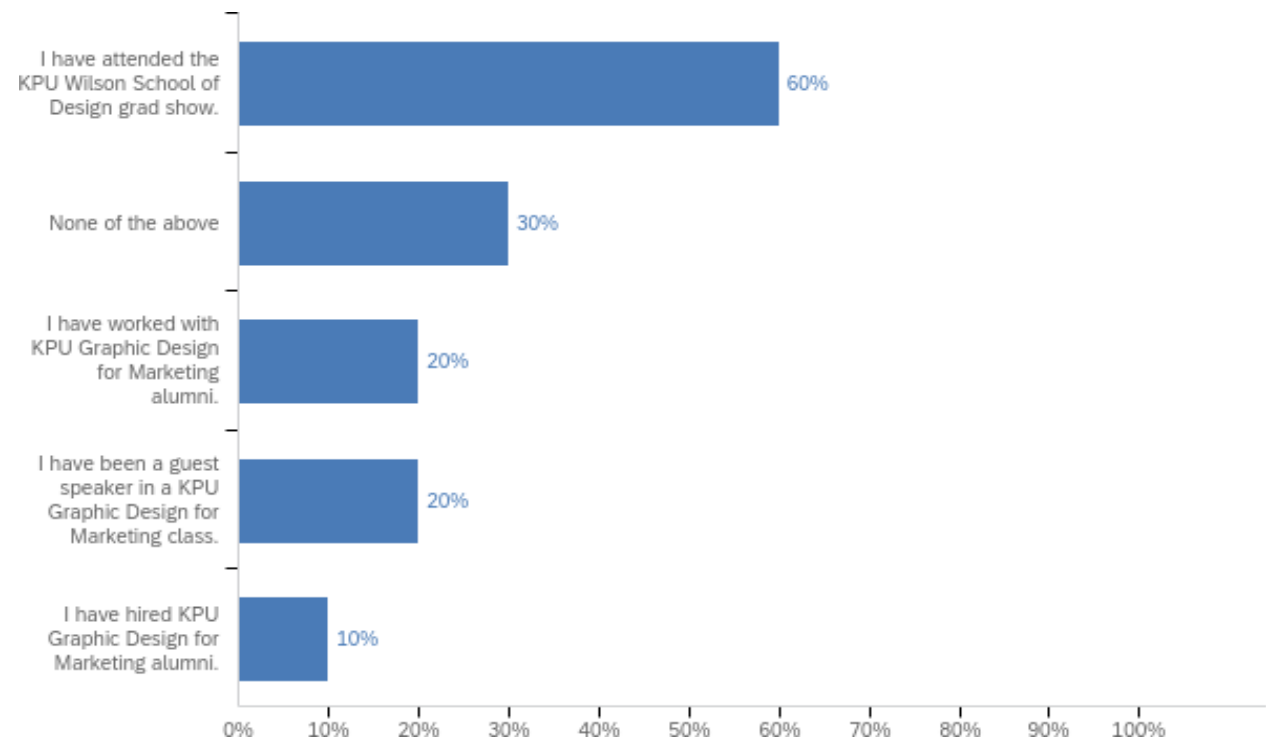
32 - Please indicate the extent to which you agree with the following statements:



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program provided me with opportunities to develop connections with industry/potential employers.	9%	18%	9%	36%	27%	11
2	I am provided with opportunities to stay connected to the Graphic Design for Marketing program.	18%	36%	18%	27%	0%	11

33 - Since graduation, which of the following best describes your experience with KPU’s Graphic Design for Marketing program? Please select all that apply.



#	Answer	Percentage	Count
1	I have worked with KPU Graphic Design for Marketing alumni.	20%	2
2	I have hired KPU Graphic Design for Marketing alumni.	10%	1
3	I have been a guest speaker in a KPU Graphic Design for Marketing class.	20%	2
4	I have been invited as an industry guest to KPU Graphic Design for Marketing 4th-year Capstone projects.	0%	0
5	I have hosted a studio visit for KPU Graphic Design for Marketing students.	0%	0
6	I have attended the KPU Wilson School of Design grad show.	60%	6
7	None of the above	30%	3
Total number of respondents			10

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

34 - What can the program do to build better connections with alumni?\

Host Alumni socials, organize more interactive events with current students, as in, design together type thing.

Provide a better network for alumni after graduation, especially given the state of the design industry and job market right now. KPU has platforms for alumni (Job Fairs etc) but these are usually quite generalized with a lean towards trades, not design. The Wilson School of Design, especially GDMA, should provide a way for alumni to stay connected with the school and find networking and job opportunities more easily - some kind of online platform, newsletter/mailling list, design-focused job fairs, or other connected network with instructors, alumni, and industry connections.

A look into precedents from other schools would be helpful here, what does IDEA do?

Ask them as visit mentors for a day, build relationship with the students, ask them for portfolio feedback, alumni networking event, join students with alumni for networking event. Find ways to ask alumnis to help students and new grads.

Have some sort of communal social platform - whether that be Slack, Discord or something different. Additionally perhaps hosting meet up events.

From an overarching perspective, it would be great for their to just be better outreach and support as well as transition into the post graduation life. While it's not expected, a lot of my class can attest that it's been a roller coaster since leaving. Everyone ends up elsewhere. I think if there was a forum or events that could be hosted for alumni, this would help bridge the gap and be an overall positive for the department.

Encourage the students, while still enrolled, to form out-of-school groups and connections. My cohort used Discord, and we still all talk with eachother. I think we're really close, and it's nice.

make grad shows more accessible for those of us that continue to work remotely. Ways to participate remotely

Invite us to more stuff

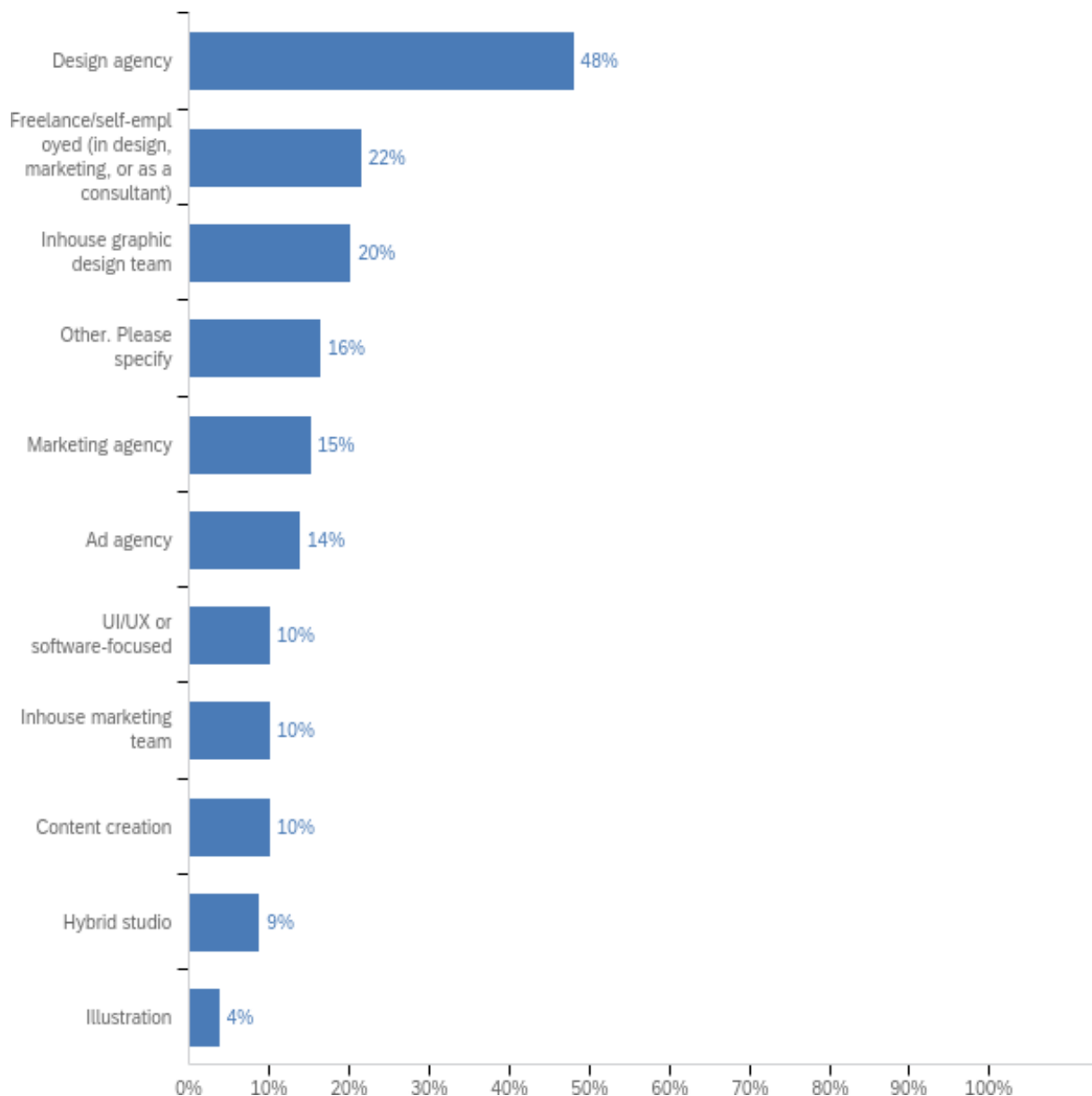
Appendix H: Graphic Design for Marketing Program Review – Discipline/Sector Survey Results

The discipline/sector survey was sent to 379 Graphic Design for Marketing discipline/sector representatives. A total of 79 representatives responded. The response rate is 21%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

About Your Organization/Role

1 - Which sector best describes your organization/business? Select all that apply.



#	Answer	Percentage	Count
1	Design agency	48%	38
2	Ad agency	14%	11
3	Hybrid studio	9%	7
4	Marketing agency	15%	12
5	Freelance/self-employed (in design, marketing, or as a consultant)	22%	17
6	UI/UX or software-focused	10%	8
7	Inhouse graphic design team	20%	16
8	Inhouse marketing team	10%	8
9	Content creation	10%	8
10	Illustration	4%	3
11	Other. Please specify	16%	13
	Total number of respondents		79

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Other. Please specify - Text

design education

Public Space Design and Fabrication

Private Equity

Post Secondary Education

Photography

In House Product Design

I also have a freelance business

Former design agency owner.

Education

Design Educator

Design Education

Brand Consultancy

BC Labour Union

2 - What is your current job title/role?

professor, director of school, school of interactive arts & technology, sfu

owner

director

creative director

creative director

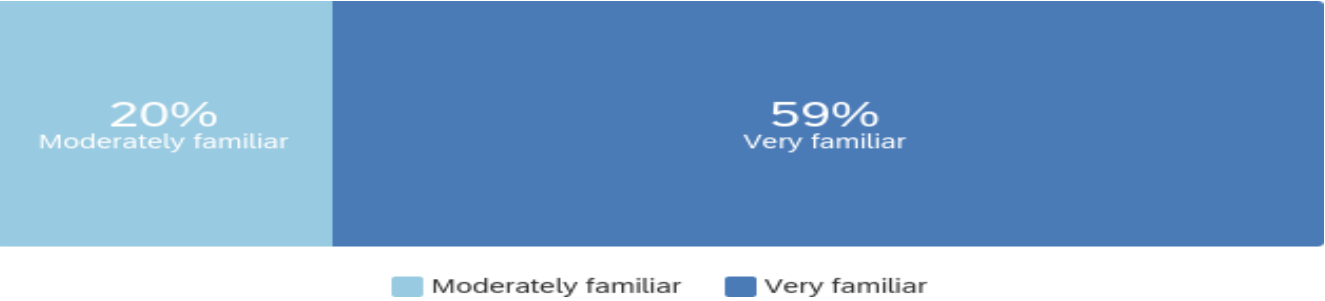
UX/UI Designer

Title: Principal Rolls: Guiding the team to deliver design solutions that work. Business development and ensuring the creative teams are excited about the work we bring into the studio. Administration: managing the financial animal to ensure we remain a thriving, viable and relevant business

Sr Software Engineer
Senior product designer
Senior Graphic Designer
Senior Graphic Designer
Senior Graphic Designer
Senior Graphic Designer
Sales Manager
Retired design educator
Principal, Executive Creative Director
Principal, Creative Director
Principal, Creative Director
Principal, Creative Director
Principal / Creative Director
Principal & Creative Director
President and Creative Director at Etude.Digital Chief Marketing Officer at Sutton Real Estate
President & Creative Director
President
Partner/Strategist/Creative Director
Partner / Creative Director
Partner
Owner, Founder, Principle, Creative Director
New Media Consultant
Marketing Communications Manager
Manager, creative
Head Of Product
Graphic designer, working with the product creation team @ Arcteryx
Graphic Designer, Photographer, Owner
Graphic Designer
Graphic Designer
Graphic Designer
Graphic Coordinator
Freelance Graphic Designer
Freelance Designer, Brand Strategist, Copywriter, Art Director
Freelance Designer
Freelance Branding Consultant
Freelance Brand Designer & Illustrator Senior Graphic Designer (Corporate)
Founder, Chief Creative Officer
Founder / Creative Director
Executive Creative Director
Exec Vice President
Director, Communication Design
Digital Graphic Designer
Design Lead

Design Educator
Design Director
Creative Dr
Creative Director / Director of Marketing
Creative Director / Design Director
Creative Director / CEO
Creative Director / Brand Designer
Creative Director
Creative Director
Creative Director
Creative Director
Creative Director
Creative & Operations Manager
Content and Social Media Coordinator
Communications Officer
Cofounder/COO
Co-Founder, Business Partner
CEO/Partner PS&Co, B Corp certified, which includes: PS&Co Brand Studio PS Data Lab Elevator Strategy Ethical Food Group
CEO/CMO
CEO
Brand & Marketing Manager
Author of historical fiction. Chief Innovation Officer.
Associate Professor
Associate Director, Design
Assistant Chair
Account Director
AI Automation Engineer
Graphic Designer

3 - How familiar are you with KPU’s Graphic Design for Marketing program?



Note that “not at all familiar” and “slightly familiar” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all familiar” and “slightly familiar” categories

#	How familiar are you with KPU's Graphic Design for Marketing program?	Percentage
1	Not at all familiar	4%
2	Slightly familiar	16%
3	Moderately familiar	20%
4	Very familiar	59%
	Total number of respondents	79

4 - When you think about KPU's Graphic Design for Marketing program, what are the top three characteristics that come to mind?

Characteristic #1	Characteristic #2	Characteristic #3
self-directed	transformative	career focused
well prepared graduates	socially conscious	world-class instruction
foundational	skills over concept	aesthetics over strategy
Practical learning	presentation skills	team building
iterative design process	presentation skills	industry relevant techniques
real world	practical	technical apparel
it's fine?	no thoughts really	
well rounded	creative acumen	market ready
Good Design Education	Well rounded designers	Up to date skills
Design	Visual	Communication
Integrated Skills	Versatile	Applicable
Comprehensive	Valuable	Blended
Feeder school	Underdog	
Design focused	Traditional	All-around marketing
Great education	Top professors	Good graduates
Students are well-versed in standard design processes	They have a good sense of design for marketing and communication	Overall they have a good sense of professionalism as well
Creative Thinking (what)	Technical knowledge (how)	Rationelle (why)
Design	Strategy	Communication
Thoughtful	Strategic	Risk-taking
Focused on the design process	Solid foundation based in strategy	Real job skills
Invested in its students	Relevant	Creative
Comprehensive	Professional	Focused
Well Rounded	Practical	Technical
Slow	Outdated	Flexible
Graphic Design	Marketing Communications	Content Creation
Design	Marketing	Business
Encouraging	Knowledgeable	Supportive
Strategic	Intensive	Broad Ranging
Quality	Intelligence	Strategic
Capable	Integrated	Committed
Creative	Inspiring	Growth-oriented

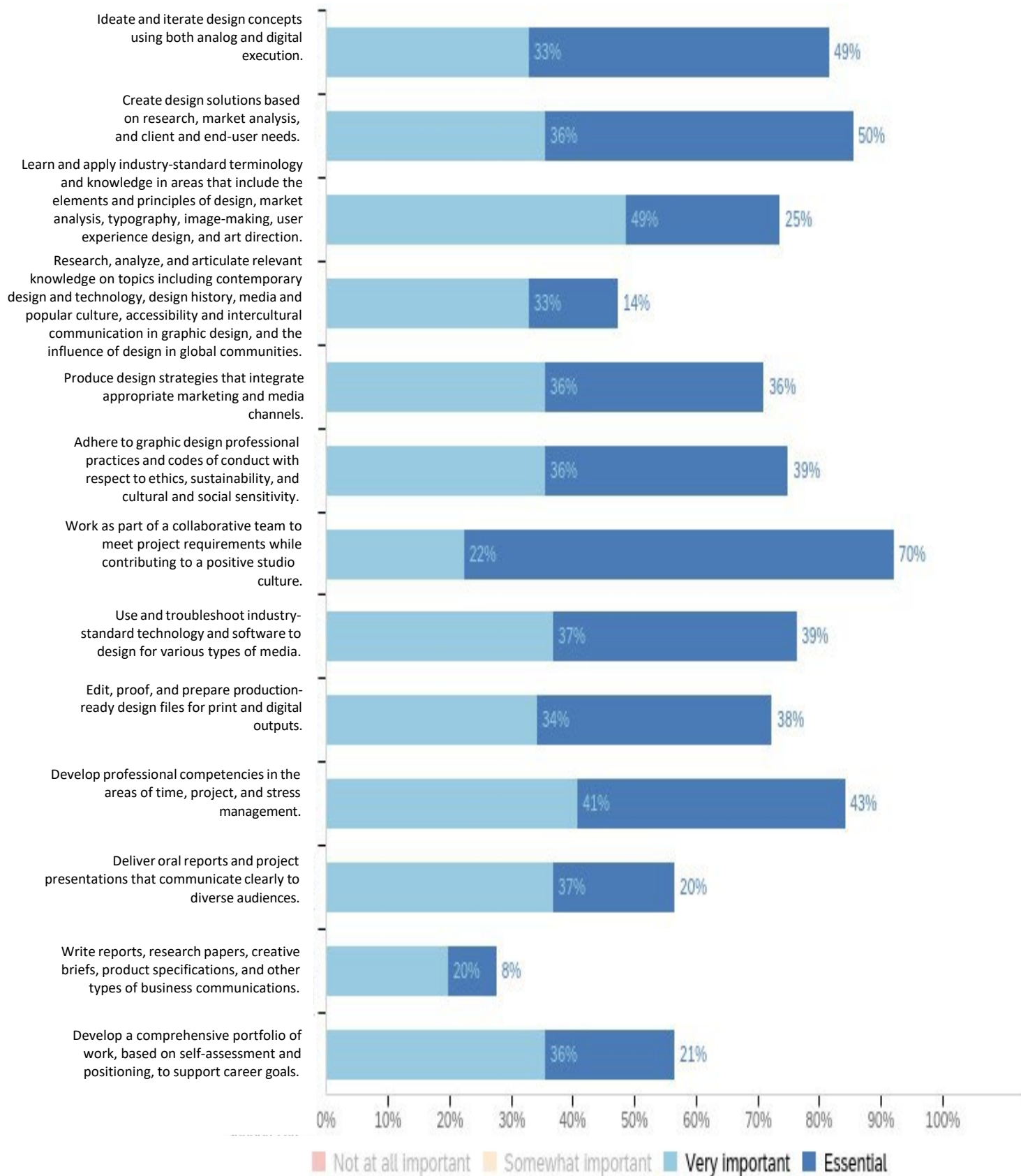
Characteristic #1	Characteristic #2	Characteristic #3
Ingenuity	Innovative	Good design principles
Strategic Creativity	Industry-Relevant Skills	Collaborative & Practical Learning
Strategic	Industry-Relevant	Intense Workload
Conceptual	Industry Focussed	Nice Facilities
Authentic, complex projects	Industry Connections	Collaboration
Hands on learning	Good reputation	Hands on learning
Hard Working	Focused	Talented
Strategic	Focused	Results-Driven
Creatively led	Design focused	Professional prepared
Understanding of Marketing	Design Strategy & Thinking	Graphic Design Awareness
Progressive	Design	Industry
Presentation skills	Design	Writing
Innovative	Current	Quality
Multi-disciplinary	Creative	Practical
Comprehensive	Creative	Preperatory
Practical	Creative	Exploratory
Quality	Craft	Experienced
Skilled	Confident	Take feedback well
Diverse	Comprehensive	Practical
Graphic Design	Communication	Marketing
Diverse Knowledge	Charismatic Learners	Great Faculty
Thought provoking	Challenging	Critical-thinking
Successful grads	Business oriented	Critical thinkers
Practical	Broad	Process-driven
Design Thinking	Branding	Public speaking prep
Work-ready	Brand-focused	well prepared
Marketing focused design education	Brand strategy learning	
design + marketing, the intersection of design + business -- critically important for a successful graphic design professional	4 year degree - provides a well rounded education, better able to communicate effectively, research and understand end user needs, work with businesses, etc.	Solid design skills, development of problem-solving abilities, teamwork and collaboration, solid understanding of typography, understanding of target audience
Students come out with strategy	360 understanding [marketing]	Able to think
None, you should ask these questions after the portfolio show		
Applied		

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

5 - Considering the needs and expectations of your organization, how important is it for an entry-level employee to be able to demonstrate the following?



Note that 'Not at all important' and 'Somewhat important' categories are excluded from the chart. Use the frequency table below to review the proportion of 'Not at all important' versus 'Somewhat important' responses.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Ideate and iterate design concepts using both analog and digital execution.	0%	18%	33%	49%	76
2	Create design solutions based on research, market analysis, and client and end-user needs.	3%	12%	36%	50%	76
3	Learn and apply industry-standard terminology and knowledge in areas that include the elements and principles of design, market analysis, typography, image-making, user experience design, and art direction.	0%	26%	49%	25%	76
4	Research, analyze, and articulate relevant knowledge on topics including contemporary design and technology, design history, media and popular culture, accessibility and intercultural communication in graphic design, and the influence of design in global communities.	8%	45%	33%	14%	76
5	Produce design strategies that integrate appropriate marketing and media channels.	3%	26%	36%	36%	76
6	Adhere to graphic design professional practices and codes of conduct with respect to ethics, sustainability, and cultural and social sensitivity.	4%	21%	36%	39%	76
7	Work as part of a collaborative team to meet project requirements while contributing to a positive studio culture.	0%	8%	22%	70%	76
8	Use and troubleshoot industry-standard technology and software to design for various types of media.	1%	22%	37%	39%	76
9	Edit, proof, and prepare production-ready design files for print and digital outputs.	4%	24%	34%	38%	76
10	Develop professional competencies in the areas of time, project, and stress management.	0%	16%	41%	43%	76
11	Deliver oral reports and project presentations that communicate clearly to diverse audiences.	8%	36%	37%	20%	76
12	Write reports, research papers, creative briefs, product specifications, and other types of business communications.	25%	47%	20%	8%	76
13	Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals.	9%	34%	36%	21%	76

6 - What other skills, training, or knowledge should an entry-level applicant have to be hired into your organization?

time and workload management, feedback receipt skills and ability to pivot on project's changing needs

strong typographic skills

self-initiated problem solving skills (initiative to figure things out)

integrated campaign conceptual thinking

communicates well with a positive personality

be prepared to be a multi disciplinary designer - being able to not only digitally create marketing assets but be comfortable using your hands like taking photos videos, create physical mockups for teams to understand what your end product may look like.

Writing, cross-team collaboration, communication skills

Understanding of business finance terms and subjects. What are "margins", "COG", "gross profit/income" vs "net profit/income", and terms like EBIT/EBITDA.

Understanding copyright. Thoroughly understanding the rights of the designer, and how to protect yourself. Also understanding of nuances, such as copyright law that is Canada-specific vs. US (ex. work-for-hire does not exist in Canada), as well as government bodies exemptions. Better understanding of standardized colour systems (Pantone system, specifically) and how that becomes a benchmark for all conversions to various colour spaces (CMYK, RGB, embroidery, paint, vinyl, acrylic, powder coating, etc).

Understand the Sales Cycle of the specific industry you are working in. Understand the competitive landscape.

Understand how to use modern no-code tools such as Webflow, Make.com, LLMs (AI). Not just talking to ChatGPT, but for real business applications.

Time management/stress management.

They should have concepting skills, be able to develop and articulate rationale, be able to interpret creative briefs, contribute feedback on strategic decisions, be able and willing to work within creative direction and specific brand guidelines. And maybe most importantly, be willing and able to contribute to the department culture.

The biggest requirement is an ability to understand the business-case behind a design or development requirement/problem, and being able to confidently present a comprehensive solution to this problem.

The ability to understand design is serving someone else's needs, not the designers ego. The ability to recognize a business problem, have an insight, use creativity as a means to address said problem, and produce work that functions in the real world, without the need to provide rationale as to why it works. It should work on its own merits.

Teamwork, organization

Strong proficiency in design software (Adobe Creative Suite, Figma) and a solid understanding of branding, UI/UX, and digital marketing. Effective communication, adaptability, and the ability to collaborate in a fast-paced, team-oriented environment.

Strong problem-solving, resilience, conceptual thinking, helps to be able to sketch to communicate initial ideas.

Stay on top of whatever is the fastest way to get something done. You will pour time, blood, sweat, tears into your best work, and the client will still prefer the worst design option anyways, so don't worry about what they will like - just make anything you can quickly, and wait for their feedback. They won't care about all the good design practices you picked up in school, because they want it done the way they like. School will teach you that you're the lead, but in fact the boss/client is the one that pays the bills and you'll have to bow down to their poor taste. If you can back your ideas up with research, that helps, but they'll make up their own theories and assume they know better. Sometimes it's true! The past doesn't necessarily dictate what works tomorrow! No matter how tech literate you are, upper management may not be. They will attempt to give you design and copy changes by phone. Stay ahead of how to use collaboration tools, because you'll probably have to be the one who teaches them how to use it.

Some understanding and functional skill relating to AI

Solution-driven approach, resourcefulness

Solid problem-solving abilities; Mentorship or workplace placement for exposure to "real world professionalism" i.e. graphic design's business culture; excellent presentation/communication skills (oral and written)

Soft skills : learning attitude, apprentice mindset, seeks input, team player Hard skills : typography,

Social media, writing for marketing. Grasp of data analytics.

Social media best practices, SEO, some UX/UI knowledge, presentation skills

Project Management

Professional communication skills, adaptability

Presentation Skills. Presentation Skills. Presentation Skills.

Passion and (an idea of) a vision of where they want to take their career. Awareness of their own superpowers and kryptonite.

Packaging structure design, ability to think and create in 3d. Sensitivity and awe was of design history and current evolving trends.

Networking, entrepreneurship and concept development in the form of moodboarding

Love of the Design industry. Entry-level means they will be getting training on the job. There is a constant learning process in this industry. There must be a thirst for learning. There are disruptive influences in tech that affect where the design industry is going. It is important to be aware of these disruptors, embracing what is useful and positioning vs what commoditizes the industry.

Learn to be passionate and hold themselves accountable to the same level of creativity and effort, even if the client's business/subject matter is not something that interests them on a personal level. Writing is super important. Some clients rely on designers to tease out what is the most important content for the reader or require copywriting to make the design work. ChatGPT doesn't cut it.

Leading with empathy Knowing the basics of equality, diversity, and inclusion Great typographic layout skills Some knowledge/skill-set in motion graphics

Knowledge of fabrication and printer capabilities including imaging on a variety of substrates.

I want them to be comfortable contributing to brainstorming and/or developing a long list of ideas with the ability to choose the ones they think are the strongest and articulate why

I took a non-traditional path and got a masters degree. I would recommend that students get a masters degree in their field for greater success.

I see a lot of the fundamentals of design really lacking in recent graduates (not just KPU but across the board). There seems to be a focus on UX and mobile based interactivity but the basic elements of good design are just not there.

I have noticed a need for strong copywriting skills, which I love. These skills have proven to be highly relevant to my organization and my career in freelancing.

I have always advocated for design/marketing students to try and be a part of a real project with real budgets and real timelines. Creative design needs to be a balance of creativity, time and budget.

Highly motivated to learn, ability to take constructive feedback and grow from it, contribute to a positive work environment, strong sense of self / confidence in abilities, contributes to internal conversations to help land an idea.

Good interpersonal skills. Willingness to listen and understand what their clients (in-house or out of house) needs are first. No ego; Willingness to let go of their ideas sometimes, and start anew from a different angle, but also be able to support and defend their work.

Experience with a 'crit'. Being able to receive and interpret constructive feedback from cD and peers.

Do they know how to use Adobe's Creative Suite Are they nice people Does their portfolio show potential Do they listen Are they timely - can they do the work somewhat competently

Demonstrated competency in taking an idea from sketching/converting to fully finished design. Good communication skills. Basic illustration skills.

Data visualization Brand strategy Brand Identity

Curiosity, openness to feedback, ability to self-start.

Curiosity is the core characteristic of a good designer. Watch, Listen, Learn, Ask Questions, Iterate, Explore, Apply with Precision... and do this all on time and on budget :)

Critical thinking. Problem solving. Knowledge of what marketing is and how businesses utilize those services. Business knowledge.

Copywriting, social media management, photography & videography basics, Google analytics & SEO basics, Experience with digital advertising (running paid ads etc.) Event planning and coordinating.

Communication skills, ability to challenge the brief, understanding of user experience best practice, Figma experience, some knowledge of agile/scrum workplaces

Communication skills need to express their ideas and defend their work

Client relation skills, billing etiquette, and other processes that come along with being a contractor. They're very useful even when self-advocating within an agency setting. Having an understanding of real world project timelines so that they're less shocking post-grad. Production skills are as important as concept development. Gotta be able to deliver on those ideas! Basing strategy on real data.

Clear understanding of typography and typographic hierarchy

Broad knowledge of societal issues, finance and economics, psychology, and science. Strong writing skills.

Being able to work on several projects in a multidisciplinary team.

Be curious. Be adaptable. Embrace and welcome change, and the need and want to create a better world.

An entry-level applicant should exhibit professionalism in communications (i.e. be proactive amidst quick turnarounds, provide status updates on working tasks). A willingness to learn new skills beyond simply design is always an asset. We may iterate a concept or discuss strategies on Miro collaboratively and it helps if designers can speak the same/similar language (as strategists or other stakeholders involved).

Ability to confidently communicate their work, why it is effective / solves a problem. Illustration abilities always a plus, but not a requirement Some tangible, real life experience (outside of school projects) even if small, can be very effective in differentiating oneself.

A keen interest in photography, typography and good work ethic is very helpful.

A desire to learn.

A broad view of socio-cultural history and current events: culture impacts design, and design impacts culture. To this end, strong English language skills are essential, both spoken and written. An ability to show up, to self-start, to problem-solve, to demonstrate personal resilience and commitment.

- Self-awareness about strengths, areas of development, and some indication of areas they would like to learn more about - A spirit of collaboration and team work, and a willingness to take initiative on problem-solving

- How to use AI properly (text based ones) - specifically around client and market research, ideation, testing theory's etc. - Strong presentation + communication skills - Being able to show their 1. Project Research, and then 2. Ideation and design process, based on the findings.

- Demonstrated hybrid creative skills from across brand design, art direction, digital, packaging, signage, etc. - Strong understanding of concept-driven ideas as demonstrated across either broad reaching brand applications or integrated marketing campaigns. i.e. Must not simply be a step and repeat approach but show a clear understanding of appropriate translation of a Big Idea to fit its application and placement.

7 - What are the emerging trends in the sector that KPU Graphic Design for Marketing students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

- They should be aware of trends in AI. Knowing how to create/enhance/simplify images is really helpful.
- They should know understand project-based software (Asana, Basecamp, Monday, etc) or even teams, slack or similar.
- An understanding for designers about digital ads and social media would be good - lots of design students don't learn best practices on these platforms. Even simple things like safe zones, type size, how many words per image, etc. How does A/B testing work, how to interpret testing, etc.
- Some UX training for designers is helpful. Decision making and what things to focus on. How to analyze a problem and prioritize particular issues.
- Some motion graphics knowledge is also really helpful, even if it's just simple mechanics of what to plan for so they can collaborate with the technical side.

– multi channel, integrated, social media marketing communications - using AI as production support for design execution

use of AI in their creative process

technology, use of ai, sustainability, ethical and social responsibility

prompting skills to be able to use of AI to support the process of generating creative ideas. Not the ideas/concepts themselves, but the ability to research with AI, consider audiences, and develop idea fragments

Yes, beware of A.I. Creativity is in danger of becoming homogenous and globalist bland, thanks to the aggregation of creativity thanks to technology. It's an easy place to go for 'inspiration' or tune up some average writing, but does not sharpen skills or innate creativity. Creativity is out there, just not on your screen.

Using generative AI: how to work alongside it, use it to your advantage, how it can be helpful vs focusing on how it can replace us (designers, creatives etc.)

Using artificial intelligence as part of the process and development Motion graphics in branding

Using and integrating Ai into design. Video editing skills and 3D rendering skills.

Using AI as a tool for automation without completely relying on it.

Use of effective AI prompts to help comp ideas quickly

Understanding where AI can and will be used

Understanding the role of social media

Understanding of and ability to work with/alongside AI, the sales cycle for software, accessibility in all its forms (not just visual but keyboard navigation, optimizing for screen readers, etc.)

There has been an increasing need for flexible design systems and smaller scale brand design that clients can take ownership of (i.e. in the form of Canva templates). Not all design is executed through third-party programs; however, it is crucial to be open to learning new technologies. Knowledge of AI-adapted programs (Midjourney, CanvaAI, ChatGPT) will continue to be integrated in day-to-day workflows.

The speed from idea to execution is now break neck. The only way to meet those goals is with Ai and should be part of every students workflow.

The power to engage, often taking the form of story-telling. If we are going to AI-proof our careers, we must lead with our humanity and allow the algorithms to measure our success, not dictate it.

That most students are coming into junior roles and not able to function. Most crumble at a rate I haven't seen in the past.

Sustained materials research. The evolution of brands and trends is changing rapidly and is too laborious to train, grads should have their finger on the pulse of now.

Sustainability in design, interactive design, motion graphic design, and image and asset optimization for web.

Solid understanding of UX/UI customer journey, knowledge of Sustainable Business Practices, and creative-business writing skills.

Potentially the adaptation of AI technology into our practice, the use of animation and the ever-changing influence of social media

Not sure but creativity remains an essential skill which seems to transcend trends.

Multidisciplinary design, evolving technologies such as virtual and augmented reality, AI, video and such.

Many organizations now use simpler tools (Capcut, Canva, etc.) instead of Adobe programs

LEARN AI & NO-CODE TOOLS NOW. Learn how use these tools to create leverage and amplify our work. When I graduated, we were behind the times in terms of the web technologies we were taught. Learning automation tools and being able to leverage my time has been an extremely powerful skillset that opens the door to much more than just design. These skills allow a designer to build websites faster, create working app prototype faster, and build almost anything that we previously could not have just a few years ago. We're at the point where we can decide "what should we build" vs "how do we build it". This is where design thinking will really shine, and it will help hedge against AI producing our work faster and better than we can.

Knowledge of the pros and cons of Artificial Intelligence. Some staff & clients are relying more and more on AI without understanding basic understanding. Example: What prompts deliver the best results? How do you go about training AI on your core business values, goals and objectives? What legal aspects need to be considered and when?

Integrating 2D design into 3D Models

Inclusivity (DEI), social/political awareness, design foundations.

If all you can do is do, AI will replace you.

I think a good workable understanding of the leading design programs and applications, use programs that are compatible with traditional printers. To stay on top of technology is good...but don't try and incorporate all the latest into basic creativity. Same with sustainability, work with like minded suppliers, and innovation comes from within. Keep it simple, focused on message and desired response or reaction.

How to leverage AI to work smarter

How one might leverage AI technologies from a leadership perspective. sing AI to further knowledge not to lean on it to solve for you.

Heavy emphasis on interactive and "unpolished" looking work, especially in the sphere of Social Media (tiktok/instagram) we're moving into more interpersonal, "real" content.

For designers to understand digital marketing

Figma.

Figma is becoming a more popular prototyping tool - familiarity with the platform is a bonus. Working from an office - real work (for an entry-level person) is not remote work. Are they willing to work hard?

Experience design (environmental not just user)

Emphasis on building thorough, thoughtful and resilient branding that is cognizant of trends, but not a slave to them. This essential skill set allows for specialization that will withstand technological and socioeconomic changes.

Emerging trends include AI-driven design tools, interactive and immersive experiences (AR/VR), and a strong focus on sustainable, eco-conscious branding. Students should also be proficient in UX/UI design and data-driven marketing strategies.

Emerging AI platforms and technology.

Diversity and inclusion -- having an understanding of identity as a spectrum and being able to communicate to a diverse audience. Staying on top of trends such as AI. Developing methods to use it as a tool for brainstorming in early creative development.

Designing has become faster, cheaper and easier to produce by people abroad or by robots. Quality is not as important as fast and cheap. Their logo might be ugly, but if a better logo doesn't actually make them money, they won't see the point in doing it. The question you always have to ask yourself "will this make us money?" it will determine the effort. However, the most important trend in this field is finding the best new ways to get sales or LEADS for a sales team. That is your number one job, to support the sales and customer service team. They will love you for this. This was never taught to me at KPU, I didn't figure this out until I started working with sales teams. Know the medium for WHERE your designs will go! There are so many platforms now to keep track of. Where are the potential customers hanging out?

Design for motion graphics and the ability to harness the strengths of AI where appropriate

Dealing with the rise of AI and how to utilize that to your advantage

Canva is always a threat 🟡 and so is Ai. I think the thing that sets a trained graphic designer apart from these things is their ability to communicate their value. The ability to clearly voice why they made specific design decisions, to knowledgeably be able to back their instincts etc etc.

Befriending the necessary evil of 3D and Ai of course. In the time where anyone can make anything as our tech improves, developing personal style is essential. Discernible taste is make-or-break.

Awareness of the different objectives and priorities of each medium. For example, how to approach design in a social media tile versus a newspaper Ad.

Artificial Intelligence. This has the ability to elevate and destroy the design and development industry, in terms of jobs for humans. It's critical that new hires are able to work with AI and suggest how to improve existing agency/workplace processes by using AI (not because I believe in replacement of workers, but because it can help the business financially and secure the value of the recent graduate).

Artificial Intelligence, Sustainable graphic design (minimizing the environmental impact), Inclusive design (accessibility/diversity), Cultural sustainability, Solid research skills (especially with respect to social media and misinformation), Augmented reality (AR) integration, Motion graphics, UX/UI Design (user experience, user interface design principles), 3D design

Ai applications

Accessibility training for screen readers. How to set up these functions in InDesign and Adobe Acrobat. What good colour contrast ratios are and why it's important. Provincial guidelines and some US states (California) require accessibility compliance in documents and websites.

Accessibility concerns with digital technology!

Ability to use AI as a tool to express their own unique ideas, not as a crutch to fabricate iterative imagery!

AI, of course. AI is set to impact design in ways that are good, bad, and likely surprising. A familiarity with AI would be important, regardless of the personal position on where AI is going. Hype or not, it's a reality today.

AI tools and accessibility standards

AI tech and its application. The changing world of securing employment.

AI is the biggie: how can it help your business and/or the clients? Also know of ways/paths to stay abreast of changing technology, especially in the digital space.

AI is emerging as both a useful tool and a disruptor to the design industry. New software tools and platforms are also relevant. The Affinity Suite by Serif (Canva recently acquired them) is a great example.

AI is an obvious non-trend. Design programs need to refocus on using AI as a tool for better research, and ensure Ideation is based on original source material and inspiration that AI would never be able to produce on its own.

AI (of course). Beware of template designs/mockups and other broadly available design assets. Design from the heart and foster unique abilities. Start off computer with sketches. Always consider accessibility and inclusion.

A larger emphasis in the curriculum on 3D, motion, and technology would be a huge asset. When I did the program (graduated 2015) it helped mold the way we thought and a lot of the courses were spent off computers - this has ended up becoming a huge asset. However, I was woefully underqualified for what entry-level design positions were looking for in terms of actual technical skill. I could write high-level design briefs but they needed fast production work. With how far technology has evolved in the 10 years since I would imagine that the skills new hires need is even greater. If there's a way to shape the course so that it more equally balances tactical skill with cerebral thought it would make the graduates even more sought after.

- Use of AI has shifted the entire industry and will continue to do so exponentially - Sustainability is rarely if ever brought up as its embedded in most things now anyways

- The blurring of design, advertising and experience. - Strategy driven creative (not new but not universally understood) - Adherence of accessibility standards across all its forms (much more than colour contrast or scale of text. (e.g. font selection, use of language, navigable, text alternatives, etc.)

- Incorporation of AI into workflows - 3D design being utilized for mockups - Design industries trending toward the gig-economy model

- AI content creation - software outside of the adobe suite

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Career and Further Education Preparedness

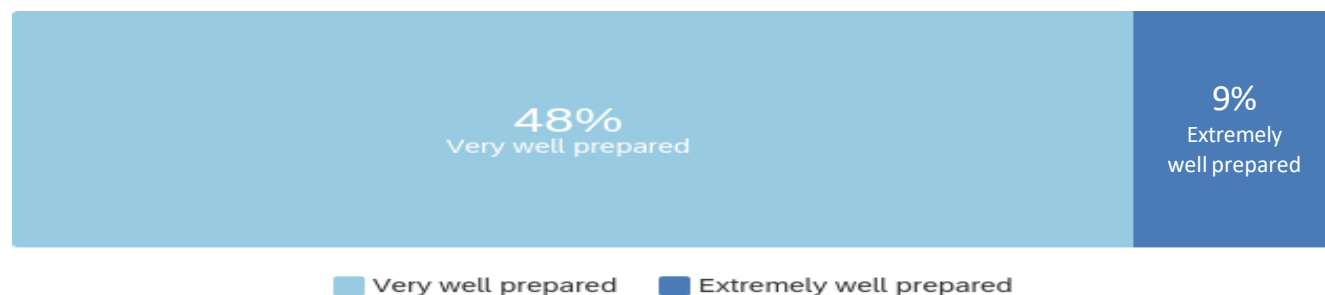
Are graduates of the program successful?

8 - Which of the following best describes your previous experience with students and/or alumni in KPU's Graphic Design for Marketing program? Please select all that apply.

#	Answer	Percentage	Count
1	I have hosted KPU Graphic Design for Marketing mentorship students.	31%	23
2	I have worked with KPU students on class projects.	12%	9
3	I have worked with KPU Graphic Design for Marketing alumni.	32%	24
4	I have hired KPU Graphic Design for Marketing alumni.	24%	18
5	I have been a guest speaker in a KPU Graphic Design for Marketing class.	16%	12
6	I have been invited as an industry guest to KPU Graphic Design for Marketing 4th-year Capstone projects.	16%	12
7	I have hosted a studio visit for KPU Graphic Design for Marketing students.	8%	6
8	I have attended the KPU Wilson School of Design grad show.	68%	50
9	None of the above	18%	13
	Total number of respondents		74

Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

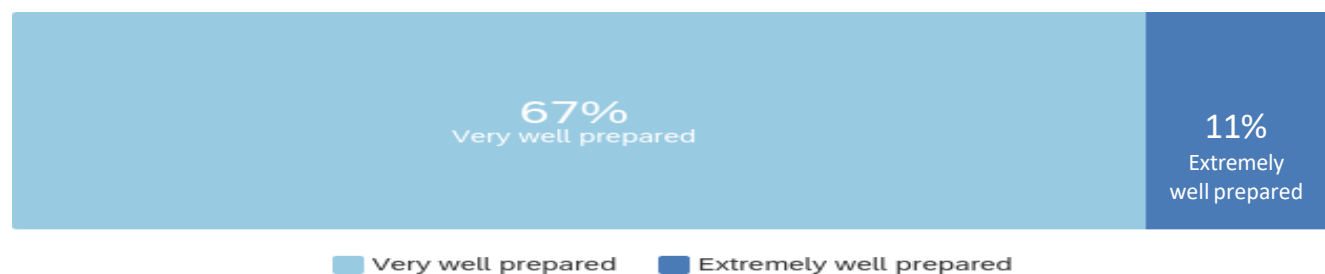
9 - Based on your experience, how prepared were KPU's Graphic Design for Marketing mentorship students to work in your organization?



Note that "not at all prepared" and "somewhat prepared" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all prepared" and "somewhat prepared" categories.

#	Based on your experience, how prepared were KPU's Graphic Design for Marketing mentorship students to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	43%
3	Very well prepared	48%
4	Extremely well prepared	9%
	Total number of respondents	23

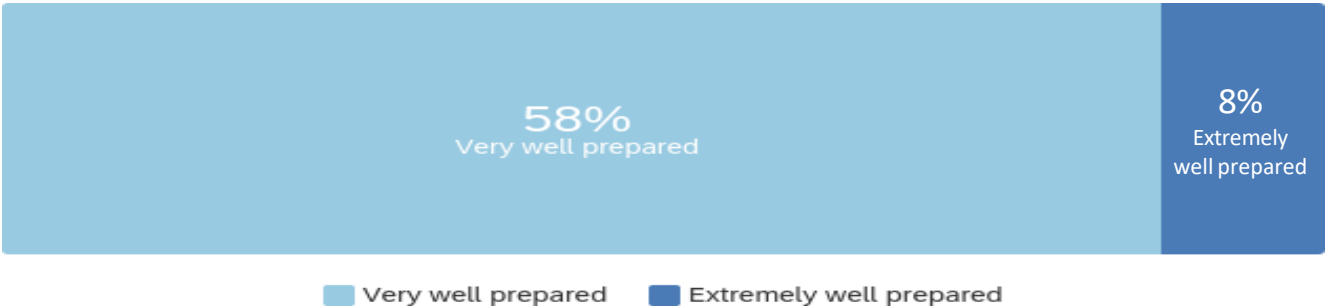
10 - Based on your experience, how prepared were the KPU's Graphic Design for Marketing students you worked with on class projects?



Note that "not at all prepared" and "somewhat prepared" categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the "not at all prepared" and "somewhat prepared" categories.

#	Based on your experience, how prepared were the KPU's Graphic Design for Marketing students you worked with on class projects?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	22%
3	Very well prepared	67%
4	Extremely well prepared	11%
	Total number of respondents	9

11 - Based on your experience, how prepared were KPU’s Graphic Design for Marketing alumni to work in your organization?



Note that “not at all prepared” and “somewhat prepared” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all prepared” and “somewhat prepared” categories.

#	Based on your experience, how prepared were KPU’s Graphic Design for Marketing alumni to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	33%
3	Very well prepared	58%
4	Extremely well prepared	8%
	Total number of respondents	24

12 - Please comment on how well the program is preparing students for work.

We're usually impressed and have hired several grads. There have been one or two interns who have been unprepared and likely shouldn't be in the industry. I think this is more a reflection of the individuals than the program.

Very well!!! The program keeps evolving to meet the needs of the graphic design field.

Very well

To be extremely truthful, the last grad show I went to was two years ago and not one portfolio impressed me. The work was far from market ready and the students couldn’t answer key questions I had for them. If hired, I would have had to invest in them for at least 5 years before they would contribute to the profit of the business. It was too risky.

There's always a spectrum of how well-prepared students are, but the top students leave KPU very well-prepared to begin their careers.

The students are confident, they can adapt and learn new technologies and techniques. Good time management skills

The program provides a strong foundation in design principles and marketing strategies. However, success in the industry is largely dependent on the student's initiative, adaptability, and real-world application of skills.

The program does an alright job with preparing students for work. The challenge with most students is understanding there is a difference between design for school and design for work. Turnarounds are quick and resources vary between projects. It's important to consider how realistic the design solution is for the end need.

The marketing / business aspect of the program is a key differentiator as students are not only able to be well prepared creatively, but also able to articulate and sell their ideas to prospective clients.

The focus on marketing and research vs portfolio curation is a benefit.

Since graduating from KPU myself, the firm I work at has hired two other recent KPU grads. One was not well prepared, but the most recent hire has a great understanding of design programs, the creative process and has great communication skills allowing her to work well in a team setting. Overall, designing with accessibility in mind and writing skills could be improved on.

Seem to be able to hit the ground with their feet running in any situation.

Presentation skills with a focus on strategy and tangible benefits are lacking from all students in every school we have worked with at our agency. It would benefit KPU to dedicate more time in the portfolio term to helping students to improve their presentation skills.

It's been extremely mixed results. Some students have been qualified and come prepared, while others have been disasters. I've emailed and commented on individuals who didn't even know basic 1st or 2nd-year material and almost no software capabilities. How does this happen? Like electricians, or other trade programs, is there a requirement to achieve 70+ percent to be able to pass? In my experience, I don't think so.

It is one of the only two schools I hire students from at the moment.

I've been impressed with the character and insights of the recent grads I've spoken with, and their work has been very good. We never really know how they'll do in a professional setting, but the top-performers are generally very promising.

I think the mentorship program is an excellent way to expose students to the realities and practicalities of working in a professional environment.

I think one of the most beneficial parts of the program is the combination of marketing and graphic design - it helps students more seamlessly work in a marketing environment

I think it does a great job for students looking for design specific jobs. for students looking to become marketing art directors, more projects that allow for campaign thinking would be helpful.

I see a lot of student illustration design examples from the program. They look good but I would think expertise in marketing would be more useful than illustration in preparing students for the job market

I might have had a gem, but **[Name Redacted]** was incredible. If this is due to the program; incredible work.

I don't have a good understanding of this unfortunately.

From our limited experience, the program does a good job preparing the students for entry level design work

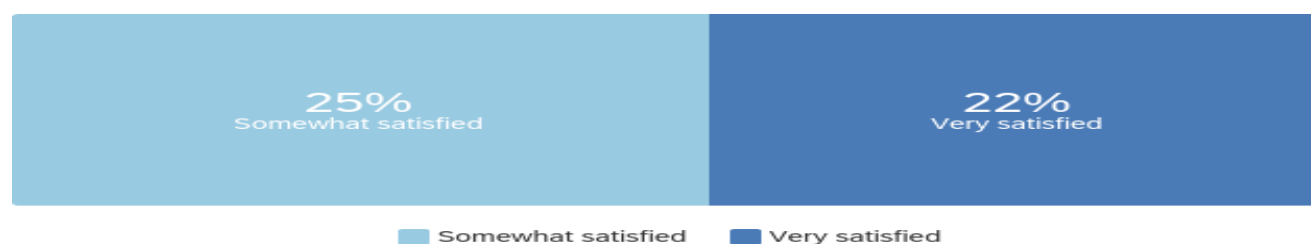
As a grad myself, I found that I was able to talk on design history, theory, and strategies very easily. The companies I have worked for have all appreciated this. When I have been in a position to hire designers I have found similar strengths in the GDMA grads that I interviewed/worked with.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program's Connections

Does the program have the connections to the discipline/sector to remain current?

13 - How satisfied are you with the opportunities you have to stay connected to KPU's Graphic Design for Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the opportunities you have to stay connected to KPU's Graphic Design for Marketing program?	Percentage
1	Very dissatisfied	3%
2	Somewhat dissatisfied	4%
3	Neither satisfied nor dissatisfied	46%
4	Somewhat satisfied	25%
5	Very satisfied	22%
	Total number of respondents	72

14 - What can KPU's Graphic Design for Marketing program do to build better connections with the discipline/sector?

i think that engagement and initiative has been very positive. it's always been in my radar. so something right is being done

can't comment

Work with studios to create formal internship programs so we can host a student or two each year and get to know them

Variety of placements/internships beyond design firms (like unions, non profits, government, etc.)

Unsure.

Things are moving/changing fast across the industry. Firstly, focussing on print and packaging is not a benefit to students in the real world. For example, our agency works with government and non-profits and deliver dozens of powerpoint and social media templates per year. Secondly, find agencies/professionals that are on the bleeding edge of marketing and advertising and invite them to do workshops.

There's not much you can do, it's deteriorating - junior positions disappeared when I was in the program during the 2008 recession. It's extremely competitive, but there's plenty of work as an independent because many local businesses don't have the budget for an agency or studio. You'll run into very unprofessional entrepreneurs, but you can easily end your contract and find other clients.

Stronger, more meaningful outreach. Every design program churns out competent graduates. What else have you got?

Sorry, I can't really comment here as I'm not sure what they are doing now. Some things that I can think are the practicum placements, collaborating with initiatives like CityStudio, bringing in collaborators and business partners who can talk or lead projects, cross-discipline projects among students, field trips to studios, agencies, printers, illustrators, to get a feel for how different entities operate. That's what I can think of in the moment...

Smaller scale industry events are fun like portfolio reviews.

Raise awareness within the industry about who is graduating and what kind of career they are hoping to create for themselves.

More networking events and emphasizing the importance/value of it. Maybe try hosting more "skill workshops" with experts in the field to show the more technical tips and tricks that designers learn on the job.

More guest speakers. promote industry events

Keep up the mentorships, internships, practicums, studio visits. Encourage curiosity in the studio visits, i.e. all students must come prepared with a list of questions.

Keep me in the loop on top students

Keep doing it. Encouraging students to join/volunteer with DesCan and entering their scholarship awards has been very successful IMO.

KPU's internship/work program is already a great method, and the "grad show" is always a good way to present the next class of grads to the industry. Perhaps having practicing designers as guest speakers as part of the program (this might already be something KPU does). Maybe there is a way for KPU to participate in Design Week to create more exposure of the program towards product design brands, interior design studios etc. Maybe some way for KPU to partner with Type Brigade (I believe ECU does this every year). Would be a nice way to encourage more interest in type design for KPU students while connecting with more ppl in the industry

KPU needs to do a much better job of marketing the Graphic Design for Marketing program and the Chip and Shannon Wilson School of Design as a whole!!!!!!

KPU can strengthen industry connections through longer mentorship programs, internships, and collaborative projects with local businesses.

I'm a Kwantlen alumni and I don't feel a part of a community. Perhaps celebrating the alumni that is making a difference in the design industry.

Involvement with DesCan. Host critical thought events/speakers/workshops on design issues.

Invite professionals to be part of senior student project presentations so that they get real "industry-grade" feedback as they develop their creative skills and strategic thinking.

Invite industry to events and talks.

Invite guests to class to give students a real-world understanding of the industry. Q&A, and open forum.

I would suggest sending this survey to James Bateman Creative Director/Partner, PS&Co.

I am not entirely sure as I am not directly connected the current connections of KPU's program so I am not sure what can be done to improve it. Although I would be willing to be able to do so if given the opportunity.

I am a graduate of the first GDMA program in... 2004? I've been a creative director at Adobe, Stocksy United, and worked with brands like WeWork, Mrs Meyers Clean Day and Major League Baseball under my own company. Happy to support GDMA in any way that would be helpful :) sarah@reidcreative.ca

Hard for me to say as I am not located in the Lower Mainland and have less chance to network in person for events.

Guest lectures or in class presentations by industry that focuses on current marketing challenges and case studies. Organize a conference based on local industry presenters.

Create a kit of various substrates to show students what their designs can be printed on for various physical and dimensional collateral. This could inform them on the restrictions and possibilities of their designs.

Continue to be tough/realistic with assessing the students' talents. They need to know where they are headed.

Cannot say, as I'm frankly horrible with networking and do not participate in those opportunities.

Better mailing list curation throughout the year, better social media presence

Better alumni engagement

As a KPU GDMA alumni, I have been largely flying off the radar in my career; however, that does not mean I have been unsuccessful. I have not found that there is enough reaching out to alumni to have them come back and speak to students... however, perhaps this is more to do with my lack of web presence? Perhaps more calls (emails) out to alumni to specifically state "we are looking for alumni to come speak to students about X subject, around X time" so that alumni can be more aware of opportunities.

A yearly event different than the Grad Show would be beneficial. The Wilson building is so great and the public space is seemingly under utilized. A yearly design related speaker or speaker series would be great.

15 - Please rate your level of interest in participating in projects that connect program students with the industry or sector.

#	Please rate your level of interest in participating in projects that connect program students with the industry or sector.	Percentage
1	Not at all interested	13%
2	Somewhat interested	63%
3	Very interested	25%
	Total number of respondents	72

16 - Please share any project ideas you have to connect program students with the industry.

In busy agencies and studios, finding time for self-promotion is often a challenge. A student-led initiative to develop storytelling and portfolio assets for an agency project would provide a valuable solution for both parties. Students would gain firsthand insight into the creative process, crafting compelling narratives about real-world projects—without the pressure of promoting their own work. This experience would enhance their storytelling skills while offering agencies fresh perspectives and high-quality promotional content.

See last comment

N/A

No particular ideas at the moment

Work experience programs require a detailed list of what is required/expected to make the experience fulfilling for both the mentee and the mentor.

Attend Public Space Openings for exhibits, retail environments and events.

Designathons, book clubs, and/or portfolio reviews could be fun.

- Skill workshops w/ expert speakers that demonstrate the more technical tricks and trips learnt on the job - "Sprint" projects where the students have a week (or less) to finish the project from concept to handoff. It just feels more realistic compared to the semester long projects I remember from my time. Not to say that those weren't important, but the reality is that the industry runs on urgency more often than not, and fresh grads should have a better understanding of that before they step into the industry

We have partnered significantly over the past 10 years with CDM. Like their approach to client/industry partnerships.

How would they market a medium-sized (30-unit) townhome project on an in-fill site within a GVRD community? Give them manufacturing and budget constraints for items like site signage, print, sales centre, website or touchscreen requirements. Better yet, give them a budget for the whole campaign and get them to outline a feasible marketing strategy... along the way giving them client requests, construction site restrictions or sales centre space limitations that would affect their design ideass and budget spend. Don't feed them all the answers – unless they ask "the client" proper questions. Their critical thinking should address things like: 1) City Bylaw requirements for signage

permits, including size/height restrictions, placement, etc. 2) Website requirements: phased marketing requirements (Coming Soon vs Now Selling), registration forms, auto-responder Thank you messaging, etc. 3) Content development: Campaign headlines, body copy, supporting call-outs, etc. 4) Media campaign: being realistic... they can't achieve their entire wishlist of designs. What solution will achieve the most priority registration to the website? Write a justification/rationale for this proposed market spend. etc. Too often KPU is teaching students to be critical thinkers but the students are provided all the answers. In an initial brief, clients never provide all the answers. KPU students need to learn what questions to ask – maybe through a classroom brainstorming session - but they need to be able to assess a client brief and think about what might be missing. Example: If the client asks for a Registration Form and provides the information that needs to be included on the form, including legal, logos, price points, drop-down details, etc. Does the client also have to tell them that a "Thank you for registering" auto-reply message needs to be written or considered? Is this message a pop-up or an email, or both?

Promote Canadian design campaign (to government and public sector) Buy Canadian campaign (general public awareness) Love the residential schools projects, maybe a safe drinking water campaign (current) and a value of Indigenous women campaign

Don't know the programs well enough to comment

I have a few ideas, let's talk. :)

Any projects that seek to connect program students with industry are great. Also, projects that connect the GDMA program to the wider community would be a good idea.....not-for-profit groups, cultural endeavours (museum, art galleries), etc., etc.

Meet and Greet zoom calls with industry professionals where students can Q&A for 30 mins to 1 hr.

initiatives you've been doing are great. One thing I've been seeing great response/results from is when students reach out directly to industry people they want to hear from always works. and setting a time for a short interview is always welcome. It's less setup for us, but can convey lots of advice in a short time

Maybe mock portfolio interviews where students can practice with industry directly and receive feedback and networking opportunities.

The west coast creative society is a newly formed group wanting to create connections within the industry. Might be good to connect with them.

Studio visits are a great way for students to see what a studio is up to/connect with working professionals

More presentations/talks from industry professionals about what working is like.

N/A sorry.

Having served on the advisory committee for four years, I have shared my thoughts during the meetings,

Attending events like Creative Mornings

Appendix I: Graphic Design for Marketing Program Review – Student Survey Results

The student survey was sent to 88 Graphic Design for Marketing students. A total of 32 students responded. The response rate is 36%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

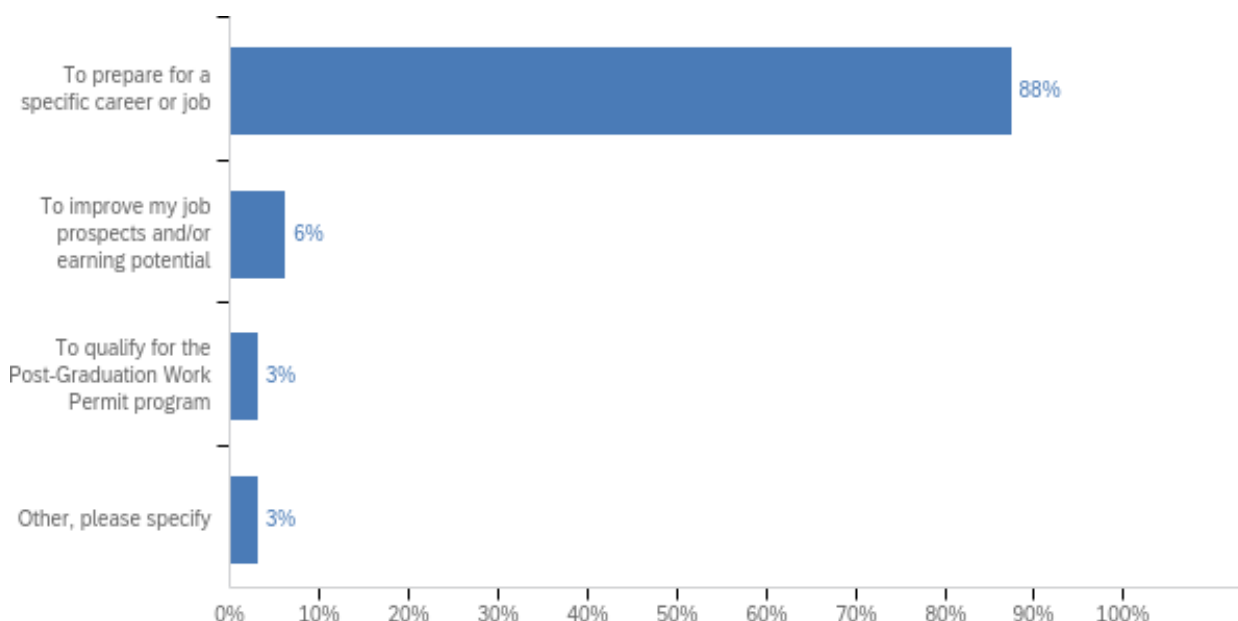
Your Program

1 - How many credits have you completed in Graphic Design for Marketing program?

#	How many credits have you completed in Graphic Design for Marketing program?	Percentage
1	Less than 30 credits	16%
2	Between 30 and 60 credits	38%
3	More than 60 credits	47%
	Total number of respondents	32

Reasons for Taking the Program

2 - What was your main reason for enrolling in the Graphic Design for Marketing program?



#	What was your main reason for enrolling in the Graphic Design for Marketing program? - Selected Choice	Percentage
1	To prepare for a specific career or job	88%
2	To improve my job prospects and/or earning potential	6%
3	To qualify for graduate studies	0%
4	To qualify for the Post-Graduation Work Permit program	3%
5	Other, please specify	3%
	Total number of respondents	32

Other, please specify - Text

Graphic design looked interesting

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Program Relevance

3 - Thinking of KPU's Graphic Design for Marketing program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Graphic Design for Marketing program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	6%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	22%
5	Strongly agree	72%
	Total number of respondents	32

4 - Overall, how satisfied are you with the curriculum of KPU's Graphic Design for Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the curriculum of KPU's Graphic Design for Marketing program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	9%
4	Somewhat satisfied	22%
5	Very satisfied	69%
	Total number of respondents	32

5 - Thinking of KPU’s Graphic Design for Marketing program’s curriculum as a whole, please indicate the strengths of the program.

1. Professors 2. Care for students with disabilities 3. Mix of business (marketing) and design

Small class sizes, one on one feedback, constant course evolution and keeping up with current industry standards

Lots of variety of classes, passionate instructors.

the things we are learning and the feedbacks from the lecturers.

Practical curriculum prepares students well for industry work

Classes are great at getting you to have a complete process of all your projects and making you think about every step. Students are also encouraged to try different styles and approaches which help with creative freedom and development.

Industry level advice and small cohort sizes.

there is a lot of scope for learning and growing as a designer and also learning a bit about the business side of things and how to navigate your career after the program.

1. small cohort size 2. dedicated instructors 3. the kinds of projects and how they change over the course of the 4 years

The learning style and personalized approach to teaching

Provides students with a good sense of what the industry expectations are, and how to properly meet those. The faculty is filled with a stacked roster of seasoned professionals from the industry.

its great for younger designers

The content feels relevant and you guys are willing to adapt to changes as the world of tech is rapidly evolving

Hands-on courseworks, supportive instructors, diversified cohorts.

Variety of things you learn, the profs are all great and passionate at teaching and they actually care about you and your future success

The teachers go in depth for each project and each methodology and overall you learn alot about the different graphic design systems in general

Some strengths is the creative briefs and projects we have. There is a good range between each instructor where we can learn different perspectives and creative thinking. Being able to leverage different Adobe programs to bring the brief to life.

-friendly and empathetic staff/professors who have relevant work experience that relate to students -applicable skills by learning in a hands-on manner (as opposed to doing exams to test our knowledge) -close-proximity cohorts that allow us to work and collaborate with one another when possible -using industry-standard tools like Adobe and Dropbox

Appreciate in class feedback from instructors

curriculum seems to be up to date with the industry, lots of practical skills were taught

I really appreciate the open endedness of the projects. I also think the hands-on approach to learning is very successful.

A wide variety of subjects provided that are all needed in the industry.

The instructors are knowledgeable and always willing to help.

The program is super comprehensive, breaking down each area in graphic design, and tying them all together in ways that students can grasp. The instruction of each course is delivered in a way that is both fun and engaging to students, with plenty of projects that sharpen creative skills, learning, and provide stimulating creative challenges.

The content being taught. The professors. The positive studio environment.

The layout that has been set with having the small cohort classes is very, very effective and amazing! Having one-on-one time with the instructors also has been absolutely helpful for learning all the fundamentals of graphic design.

The breadth of what we are taught is inclusive and relevant to what we will be experiencing after graduating. The experience of the pros working or have worked in the industry is a very big insight into understanding our future.

Good variety in course assignments and how they apply to different aspects of graphic design and products in the real world.

One of the strengths of the program is its smaller cohort size, which allows for more hands-on learning, personalized attention from instructors, and the opportunity to grow alongside the same group of peers over four years, fostering strong connections. Additionally, the program's emphasis on both marketing and design is valuable, as it provides a well-rounded education that includes research, target market analysis, audience understanding, and other essential skills, alongside building proficiency in the Adobe Suite.

The GDMA professor bring a lot to the program, their knowledge and experience are super super helpful. The structure of the courses (lots of time to work and receive feedback in class) is very practical and helpful.

6 - Thinking of KPU's Graphic Design for Marketing program's curriculum as a whole, please provide suggestions you have for improvement.

Some classes seem extremely relevant and useful whereas a select few just seem like a "just get the work done" type. Going over some projects and evaluating what students will actually get out of it might be wise. If you see the overall effort is low, that might be an indication that the material is not really engaging.

I think some classes there is a lot of figuring things out yourself, I think there could be more structure in teaching the basics of InDesign, Illustrator and Photoshop.

-

The **[Course Names Redacted]** classes aren't well interconnected to the other classes students take in their respective semesters. They almost feel more like electives.

Communication/ Feedback between students and teachers are equal.

sometimes it feels like there is a gap between the education provided in classrooms and the actual understanding of how to produce well-rounded and thought-out design work as a student. i think there is a lot more room to go in-depth and dissecting key subjects.

1. smaller assignments due for each project each week (to build up larger projects; **[Instructor Name Redacted]** B2B rebrand project is a great example) 2. Clearer briefs/consistent briefs (moodle info vs. slack info)

Looking to the future with other digital software - why are we using squarespace for web design?

I wish that there were more opportunities to work in the practicum environment.

KPU's Graphic Design for Marketing program excels in blending design and marketing, offering hands-on learning, real-world projects, small class sizes, industry-relevant skills, and a career-focused approach that prepares students for success.

Longer practicum Even more field trips and speaker visits

More UI/UX courses, perhaps basic coding. Market research skills and data collecting skills

As a whole I think the amount of projects there are can be at the same time can cause a lot of stress and I feel that it could improve if it didn't feel like there was a project every week. I also wish that there were more in depth lectures or readings that you could do or learn about other than just doing projects all the time. They should teach figma in second year. They should have another illustration course in second year.

There is a lot of repetition in subjects from the third to the fourth year. It is very annoying to take a class that takes away from working on our portfolios and does not help us build our personal brand. I would instead take the (ex. AI learning courses) in third year than taking in fourth.

I think it would be beneficial to introduce hands-on, non-digital scrapbooking (whether continuous or for a course) so that students can not only take a break from the computer screens, but also learn to exercise our creativity and freedom by creating "imperfect" collections of scrapbook spreads.

Would be nice if a course specifically taught you how to use the programs like the tools they provide and maybe have an outline that we can keep in mind. Some instructors do teach about the program in itself a little bit but majority comes from watching lengthy YouTube tutorials. Would also be nice if the different years could somehow collaborate with one another. For example first years could observe some of the materials the other years are working on

The main area would be deliverables for certain courses shown in the course syllabus and project briefs. These outlines are an essential resource that students refer to when completing projects and should provide the most up to date information in a manner that is easy to digest. However, many of the course outlines and project briefs, thus far, have inaccuracies that may cause confusion, leading to students who rewrite the whole brief in their notes.

More information regarding electives.

It would be nice if scheduling could be made more efficient. Currently, our schedule this semester has one afternoon class on Mondays, one afternoon class on Wednesdays, a morning class on Thursdays, and a morning class on Fridays. The online class isn't the main issue, but for the rest, it would be really nice to have the schedule be made so we don't need to come into the school more days than we need to (although it is lovely to come into the building and see everyone).

Sometimes with some classes, the basic technicalities of how to use programs and such are being less emphasized for favour of a thematic or story based approach, but when attempting to execute the vision for the assignment, I do not have the technical skills to make it happen because we haven't been taught enough technical skills.

N/A.

A potential idea would be to invite industry professionals to review our work and share personal insights. This could give students valuable real-world feedback and a better understanding of industry expectations.

The interactive technology and society class feels very irrelevant to the program and is unnecessary.

The mentorship should be longer in fourth year

7 - What topics, if any, are missing from the program?

Different job types and how to approach them.

-

The baseline of communication and organization could be better. I understand if every teacher has a different schedule, but response time and quality of response varies greatly.

N/A-Curriculum seems well rounded. Not sure if I would learn this next year, but I would like to learn to designing for impact: accessibility, social, environmental etc.

strategy/theory of design: while discussed within courses I would have liked to see a dedicated class or weighted assignments

A more in depth motion design course as well as a course regarding colour theory.

nothing

Colour theory

I would like to have more experience in motion design and UI/UX design as it would add more useful skills to my portfolio. I observed that market research and data collecting skills are very helpful in the decision making process, and many job opportunities required designer to have some coding knowledge.

A course specific to logo design/ layout design and exhibit design and how to use mockups correctly

n/a

see above (scrapbooking)

Colour theory.

AI is not necessarily missing as a topic of discussion in the program, as we have multiple projects where the use of AI is permitted under conditions that students must agree to. However, it might be beneficial to introduce a course where students can learn AI tools, discuss ethics, and learn how to adapt to changing conditions in the industry because of it.

I would love to see a class about colour theory, as it has been missing thus far.

Undetermined. I have completed less than a year in the program and don't feel I've experienced enough to say if anything is missing.

n/a

It would be nice to have a color theory class, an additional typography class (that could teach us how to make our own typefaces) and another illustration class (something beyond image making in first year - maybe a second or third year class) . It would be nice if we could

choose GDMA "electives" (but not to fill elective space but if we generally had a choice of courses to take in upper years such as the ones listed above - and if the UX/UI classes were optional instead of mandatory as well for students who are not interested in pursuing UX/UI in the future.

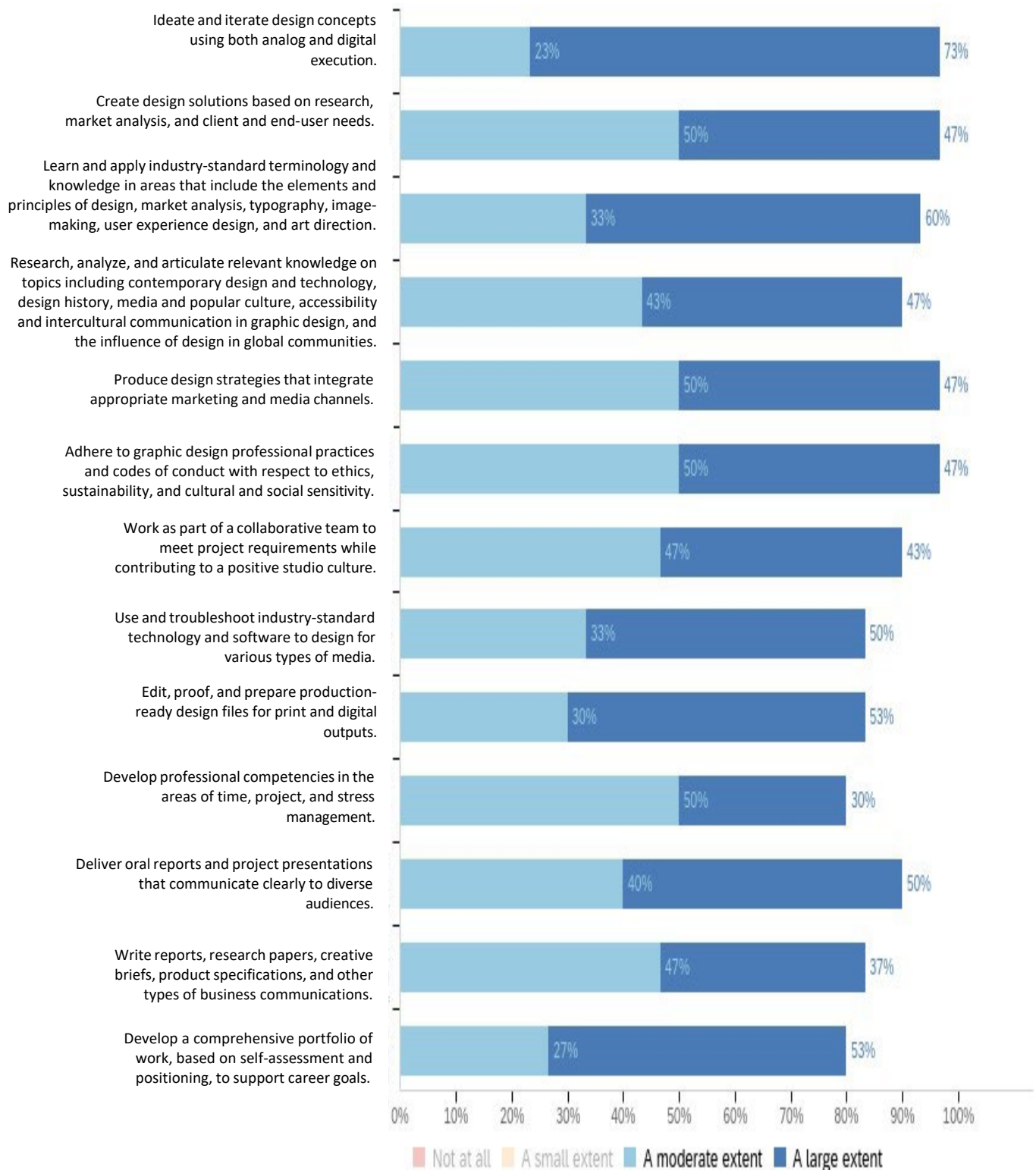
There could be more of a focus on design concepts. We get pretty caught up on technical design skills and visual aesthetic, which are important, but often in the industry its the concept that wins.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

8 - Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent are the courses you are taking for KPU's Graphic Design for Marketing program helping you develop each of the following program learning outcomes?

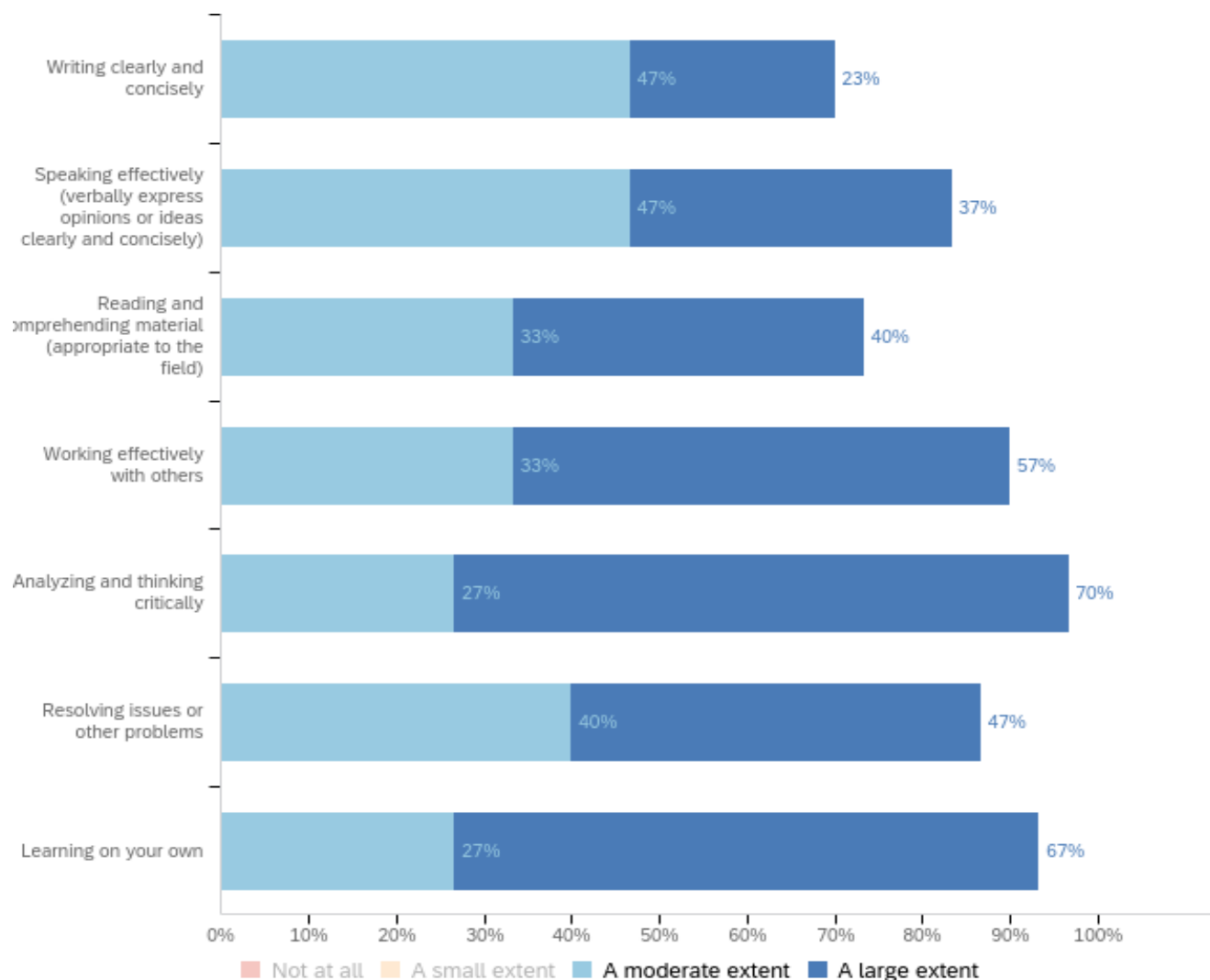


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Ideate and iterate design concepts using both analog and digital execution.	0%	3%	23%	73%	30
2	Create design solutions based on research, market analysis, and client and end-user needs.	0%	3%	50%	47%	30
3	Learn and apply industry-standard terminology and knowledge in areas that include the elements and principles of design, market analysis, typography, image-making, user experience design, and art direction.	0%	7%	33%	60%	30
4	Research, analyze, and articulate relevant knowledge on topics including contemporary design and technology, design history, media and popular culture, accessibility and intercultural communication in graphic design, and the influence of design in global communities.	0%	10%	43%	47%	30
5	Produce design strategies that integrate appropriate marketing and media channels.	0%	3%	50%	47%	30
6	Adhere to graphic design professional practices and codes of conduct with respect to ethics, sustainability, and cultural and social sensitivity.	0%	3%	50%	47%	30
7	Work as part of a collaborative team to meet project requirements while contributing to a positive studio culture.	0%	10%	47%	43%	30
8	Use and troubleshoot industry-standard technology and software to design for various types of media.	0%	17%	33%	50%	30
9	Edit, proof, and prepare production-ready design files for print and digital outputs.	0%	17%	30%	53%	30
10	Develop professional competencies in the areas of time, project, and stress management.	0%	20%	50%	30%	30
11	Deliver oral reports and project presentations that communicate clearly to diverse audiences.	0%	10%	40%	50%	30
12	Write reports, research papers, creative briefs, product specifications, and other types of business communications.	3%	13%	47%	37%	30
13	Develop a comprehensive portfolio of work, based on self-assessment and positioning, to support career goals.	3%	17%	27%	53%	30

Are appropriate opportunities provided to help students acquire the essential skills?

9 - To what extent are the courses you are taking for KPU's Graphic Design for Marketing program helping you develop each of the following essential skills?

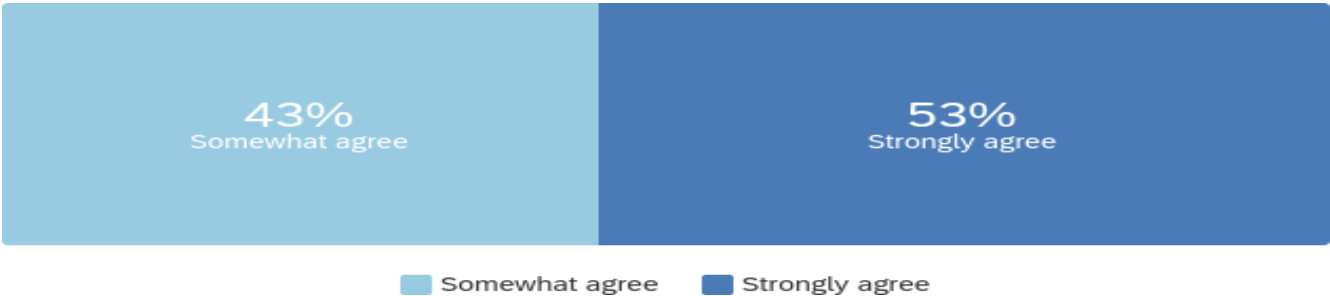


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	30%	47%	23%	30
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	3%	13%	47%	37%	30
3	Reading and comprehending material (appropriate to the field)	0%	27%	33%	40%	30
4	Working effectively with others	3%	7%	33%	57%	30
5	Analyzing and thinking critically	0%	3%	27%	70%	30
6	Resolving issues or other problems	3%	10%	40%	47%	30
7	Learning on your own	0%	7%	27%	67%	30

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

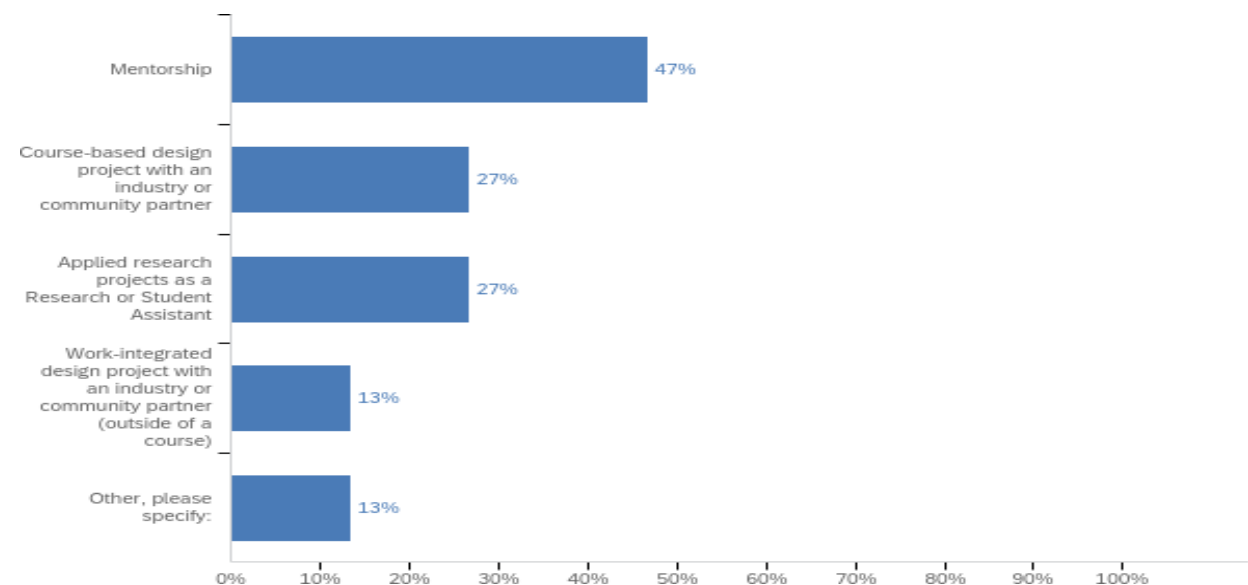
10 - To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	3%
3	Neither agree nor disagree	0%
4	Somewhat agree	43%
5	Strongly agree	53%
	Total number of respondents	30

11 - Were you involved in any of the following work-integrated and/or community-engaged learning opportunities? Select all that apply.



#	Answer	Percentage	Count
1	Mentorship	47%	7
2	Work-integrated design project with an industry or community partner (outside of a course)	13%	2
3	Course-based design project with an industry or community partner	27%	4
4	Applied research projects as a Research or Student Assistant	27%	4
5	Other, please specify:	13%	2
	Total number of respondents		15

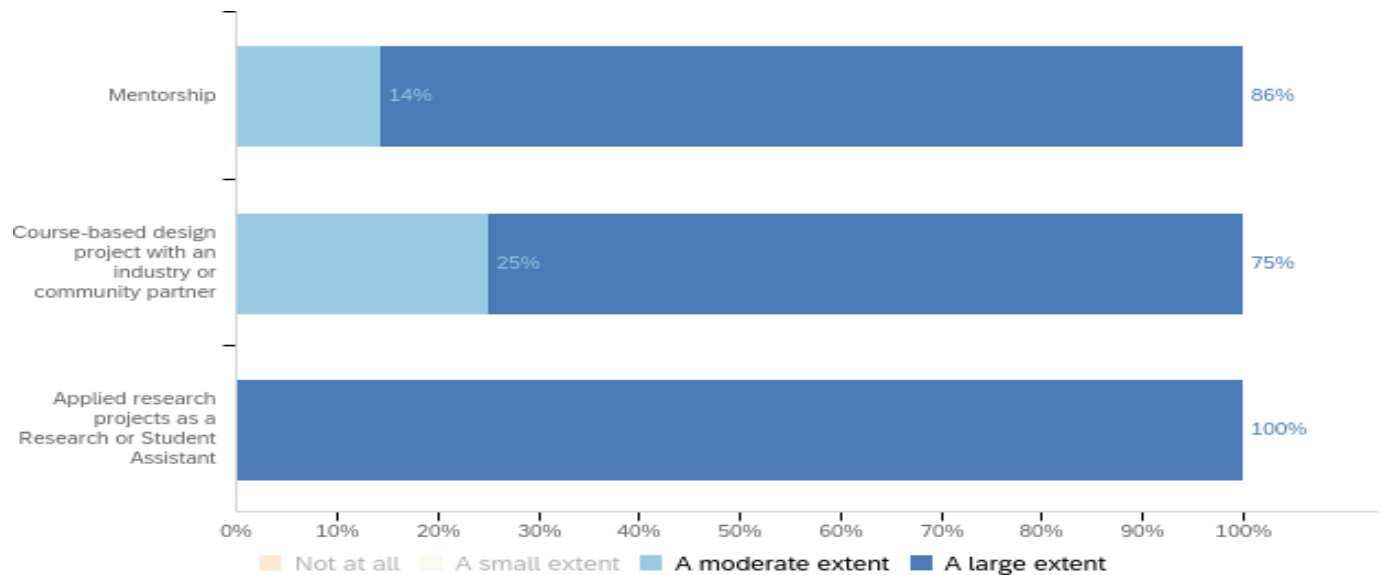
Note: The last row presents the total number of respondents. The total number of responses for this question is greater than the number of respondents. Therefore, the percentage total exceeds 100%.

Other, please specify:

N.A.

In February 2025, I completed a three-week mentorship at Pixieset under the guidance of **[Instructor Name Redacted]**, a former KPU faculty member.

12 - Indicate the extent the following learning opportunities contributed to your learning.

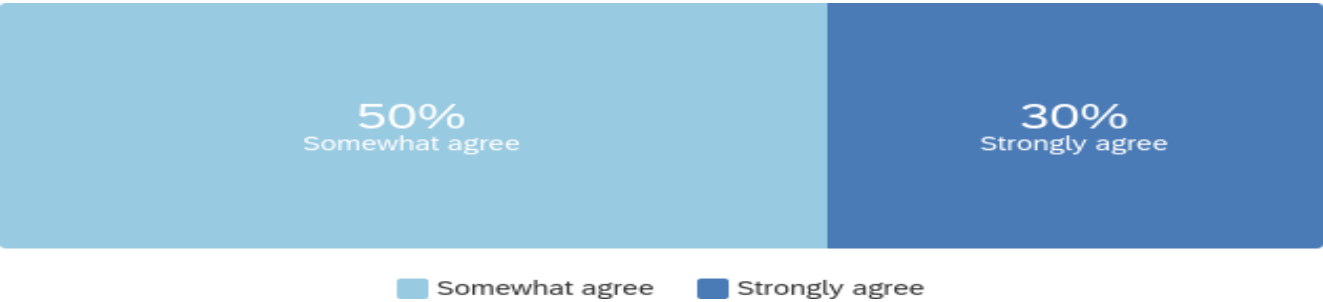


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Mentorship	0%	0%	14%	86%	7
2	Work-integrated design project with an industry or community partner (outside of a course)	Not enough responses to report				2
3	Course-based design project with an industry or community partner	0%	0%	25%	75%	4
4	Applied research projects as a Research or Student Assistant	0%	0%	0%	100%	4
5	Other, please specify:	Not enough responses to report				2

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

13 - Thinking of KPU's Graphic Design for Marketing program as a whole, to what extent do you agree that the prerequisites offered prepare you for more advanced courses?

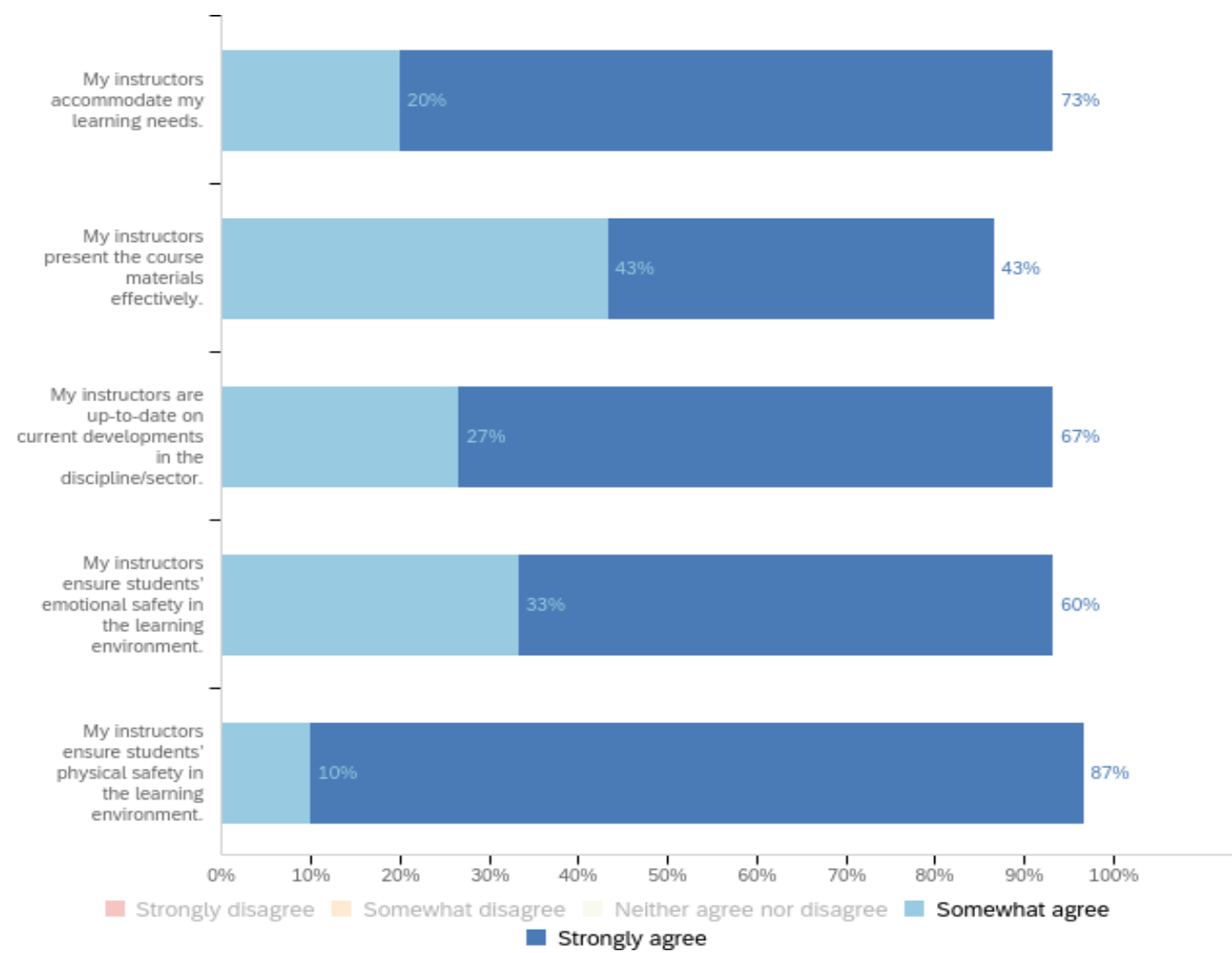


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Graphic Design for Marketing program as a whole, to what extent do you agree that the prerequisites offered prepare you for more advanced courses?	Percentage
1	Strongly disagree	3%
2	Somewhat disagree	0%
3	Neither agree nor disagree	17%
4	Somewhat agree	50%
5	Strongly agree	30%
	Total number of respondents	30

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

14 - Thinking of how the program is delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	My instructors accommodate my learning needs.	0%	0%	7%	20%	73%	30
2	My instructors present the course materials effectively.	0%	7%	7%	43%	43%	30
3	My instructors are up-to-date on current developments in the discipline/sector.	0%	3%	3%	27%	67%	30
4	My instructors ensure students' emotional safety in the learning environment.	0%	3%	3%	33%	60%	30
5	My instructors ensure students' physical safety in the learning environment.	0%	0%	3%	10%	87%	30

15 - Overall, how satisfied are you with the instruction you have received in KPU's Graphic Design for Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Graphic Design for Marketing program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	7%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	20%
5	Very satisfied	73%
	Total number of respondents	30

16 - Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

- there's a lot of opportunity for feedback and conversation about projects and how to improve
- the lecturers are great when they present each upcoming projects and their feedbacks help me improve my work
- Verbal instructions given and time to work in class and instructions and further advice given during these times.
- There is no such thing as a stupid question or suggestion. We were taught to always get every idea out, no matter how ridiculous it is. That creates a safe environment to be openly creative.
- The strengths alot of them are very knowledgeable and really want you to be better designers
- The program's instruction is hands-on, with smaller cohorts allowing for personalized feedback. Instructors are knowledgeable, approachable, and well-versed in both design and marketing.
- The instructors have a breadth of professional experience that they are able to pass onto students, from the curation and development of our own personal tastes, to how to properly conduct ourselves within a professional manner.
- Supportive, helpful, up-to-date.
- Super engaging and strong instructors who have relevant experience in the field. They make each class feel valuable.
- Most teachers are organzied and respond in a timely manner.
- Lessons/briefs are pretty clear and teachers give lots of resources to supplement learning.
- KPU's Graphic Design for Marketing program delivers instruction through a hands-on, industry-focused approach with small class sizes, personalized feedback, experienced faculty, real-world projects, and a strong emphasis on both creative and strategic thinking.
- Instructors very knowledgeable, able to explain complex questions quite well
- Instructors are willing to have an open and respectful dialogue with students and foster a good environment conducive to learning and growth.

Instructors are very enthusiastic and laid back so classes feel fun and relaxed.

I really value how available the instructors outside of class hours. You can tell they care about their students success and are passionate about teaching.

Great instructors and community

Experience industry professionals as instructors

Every student receiving feedback during class

1. instructors communicate with each other to work out deadlines 2. most instructors are engaging (in the way they present info) and make me excited to come to class

-empathetic and understanding -knowledgeable in a sense that relates to current-day design (instructors often are still working on projects that keep them up-to-date -flexibility within instructin/courses when necessary, and close-cohort management

17 - Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction.

1. more consideration for the mental health of students

Again, just more structured basic lessons on Adobe suite especially in 1st year.

Dedicate equal time for feedback to students.

I feel that most of time your the one learning the skills by yourself and the instructors are just there to provide projects very few of the instructors really go in depth with the material. So I wish there was more effective delivery of the content and really help the students especially when they are developing the skills

I think having a proper brief for each project with correct dates and deliverables so students aren't confused about what is needed.

KPU's Graphic Design for Marketing program could enhance instruction by incorporating more industry guest speakers, increasing hands-on learning opportunities through live client projects, integrating emerging design technologies like AI and AR, offering more flexible learning formats (e.g., hybrid or online options), and strengthening career preparation through mentorship and networking opportunities.

Level of instructions/communication varies. I think it would be better if whatever is said in class is made the same across all communication platforms (Slack, Moodle, etc.) so there's less confusion amongst students

More clarity and cohesiveness between what is verbally relayed to us as per the expectations of the assignment and what is delivered to us in written format on our briefs.

There are times when instruction goes back on their words. For example, we will make the changes when we receive feedback because we want a good result. But then, the instructor goes back on their word and takes back the feedback. It sucks because we want to create our own projects with our style but sometimes it does not please the instructors.

There is a lot of focus on following the briefs, but more than half the time the brief is not sufficiently detailed or up to date and requires changes or clarification. This makes it more difficult to complete projects and ensure we are reaching the standards expected from us.

To improve engagement, more interactive group activities could be added. This would encourage students to collaborate and share ideas, creating a more dynamic and participatory environment.

Update any briefs given (online such as moodle) to make sure they align with what the instructor wants and so the verbal instructions given match in order to prevent confusion.

n/a :)

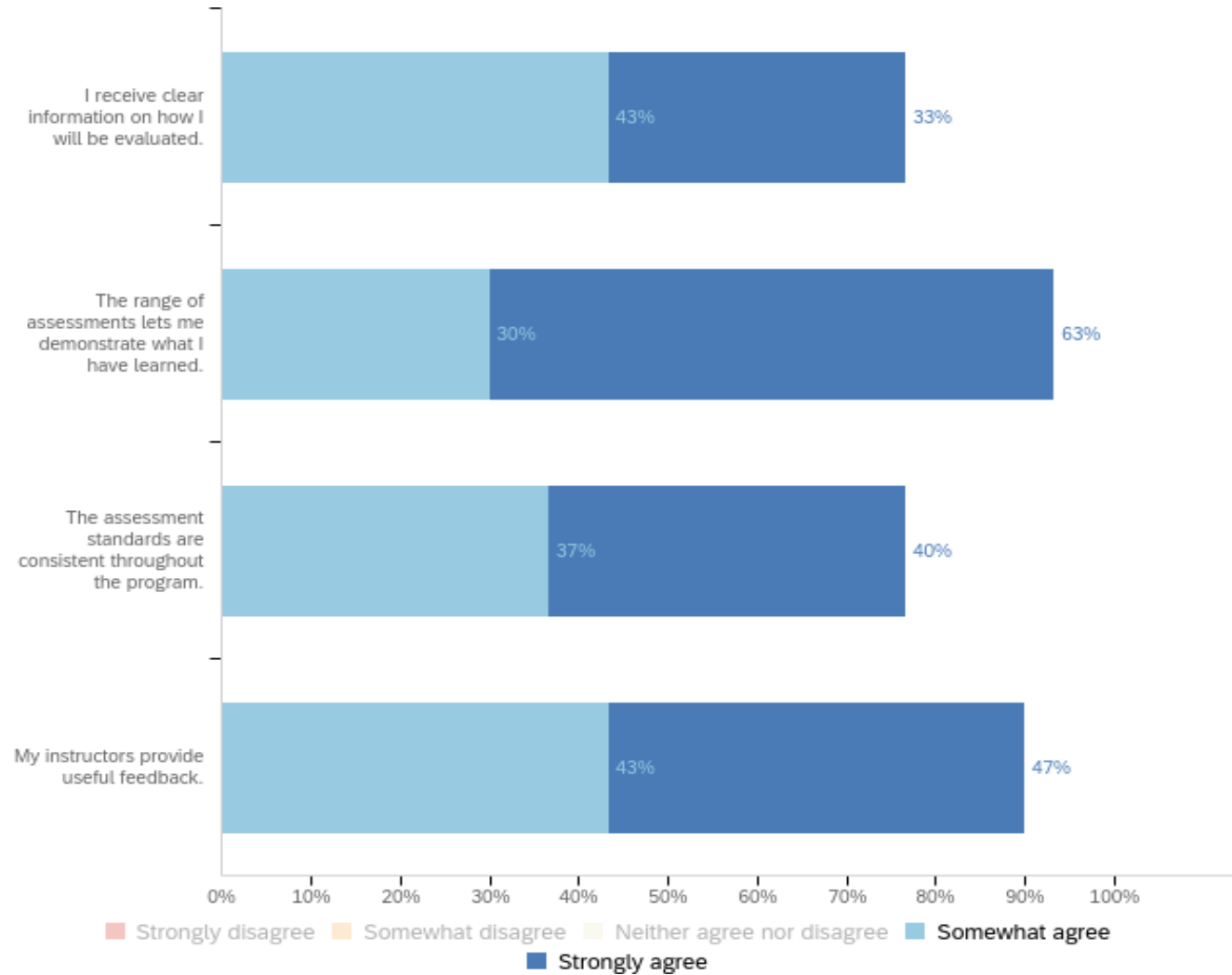
nil

personally do not like online classes

some classes feel like there isn't much being learned. it feels like we're given a project and we just have to figure out how to do it. there is a lack of teaching core concepts and fundamentals in some classes

Do the assessment methods allow students to demonstrate the extent to which they have achieved the learning outcomes?

18 - Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

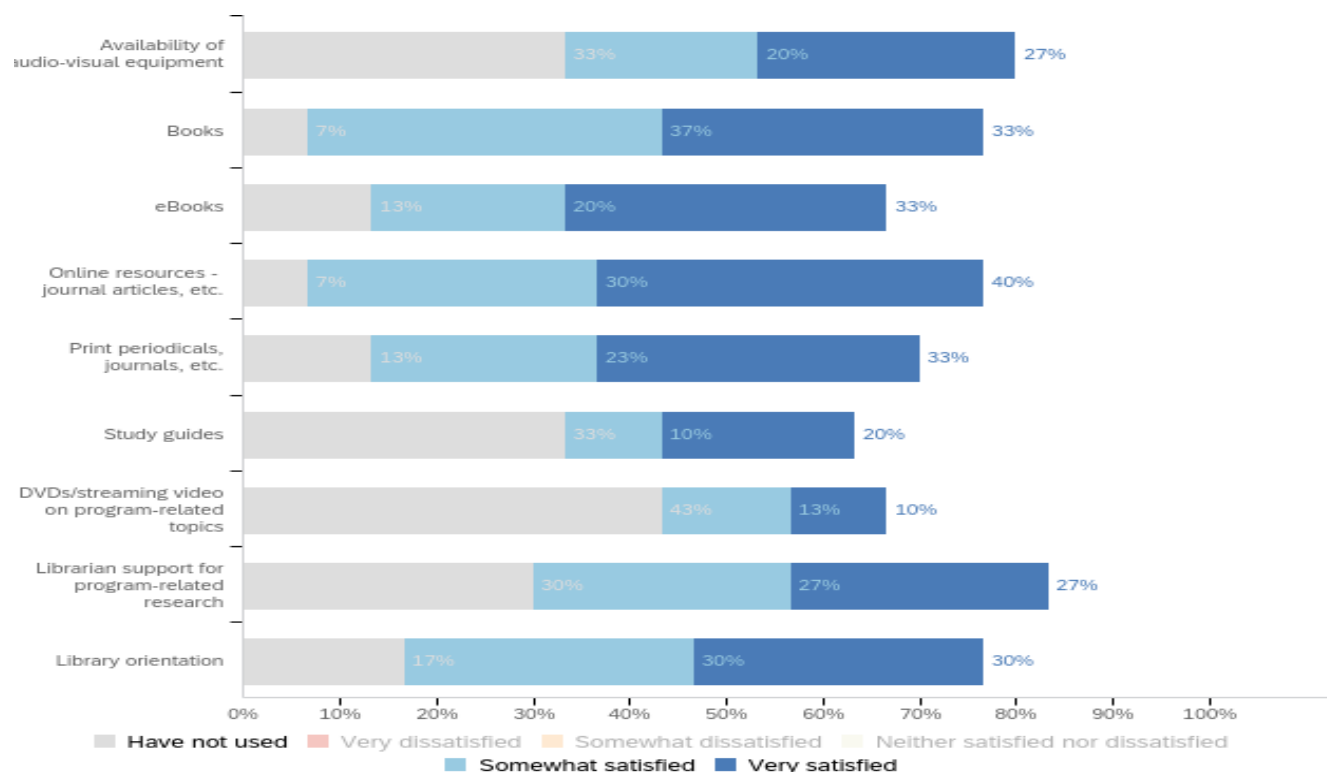
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I receive clear information on how I will be evaluated.	0%	0%	23%	43%	33%	30
2	The range of assessments lets me demonstrate what I have learned.	0%	0%	7%	30%	63%	30
3	The assessment standards are consistent throughout the program.	0%	23%	0%	37%	40%	30
4	My instructors provide useful feedback.	0%	0%	10%	43%	47%	30

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

19 - How satisfied are you with the following library resources as they apply to KPU's Graphic Design for Marketing program?

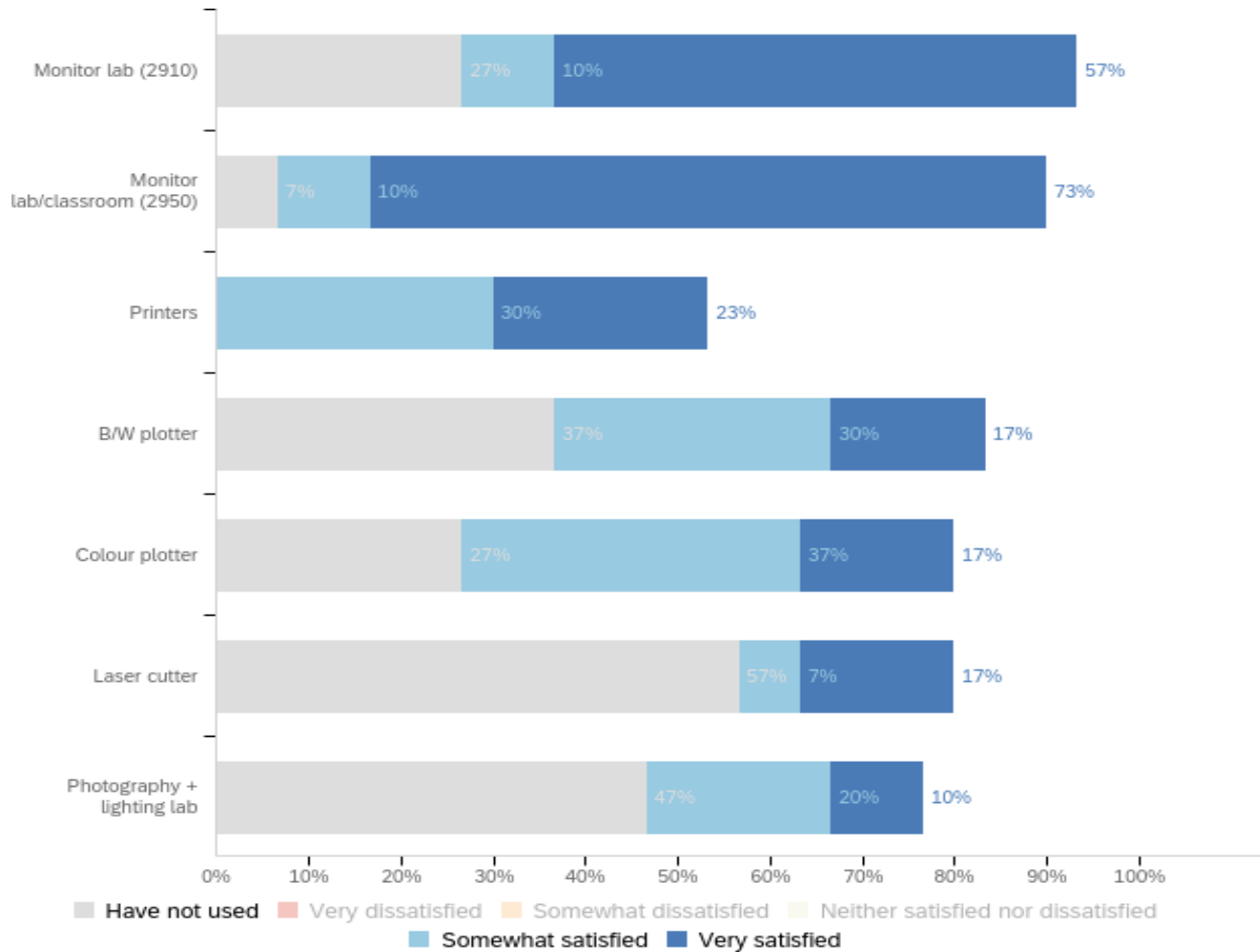


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual equipment	33%	0%	0%	20%	20%	27%	30
2	Books	7%	3%	0%	20%	37%	33%	30
3	eBooks	13%	0%	0%	33%	20%	33%	30
4	Online resources - journal articles, etc.	7%	3%	0%	20%	30%	40%	30
5	Print periodicals, journals, etc.	13%	0%	0%	30%	23%	33%	30
6	Study guides	33%	0%	3%	33%	10%	20%	30
7	DVDs/streaming video on program-related topics	43%	0%	3%	30%	13%	10%	30
8	Librarian support for program-related research	30%	0%	0%	17%	27%	27%	30
9	Library orientation	17%	0%	3%	20%	30%	30%	30

Does the program have the facilities needed to deliver the curriculum?

20 - How satisfied are you with the following facilities as they apply to KPU's Graphic Design for Marketing program?

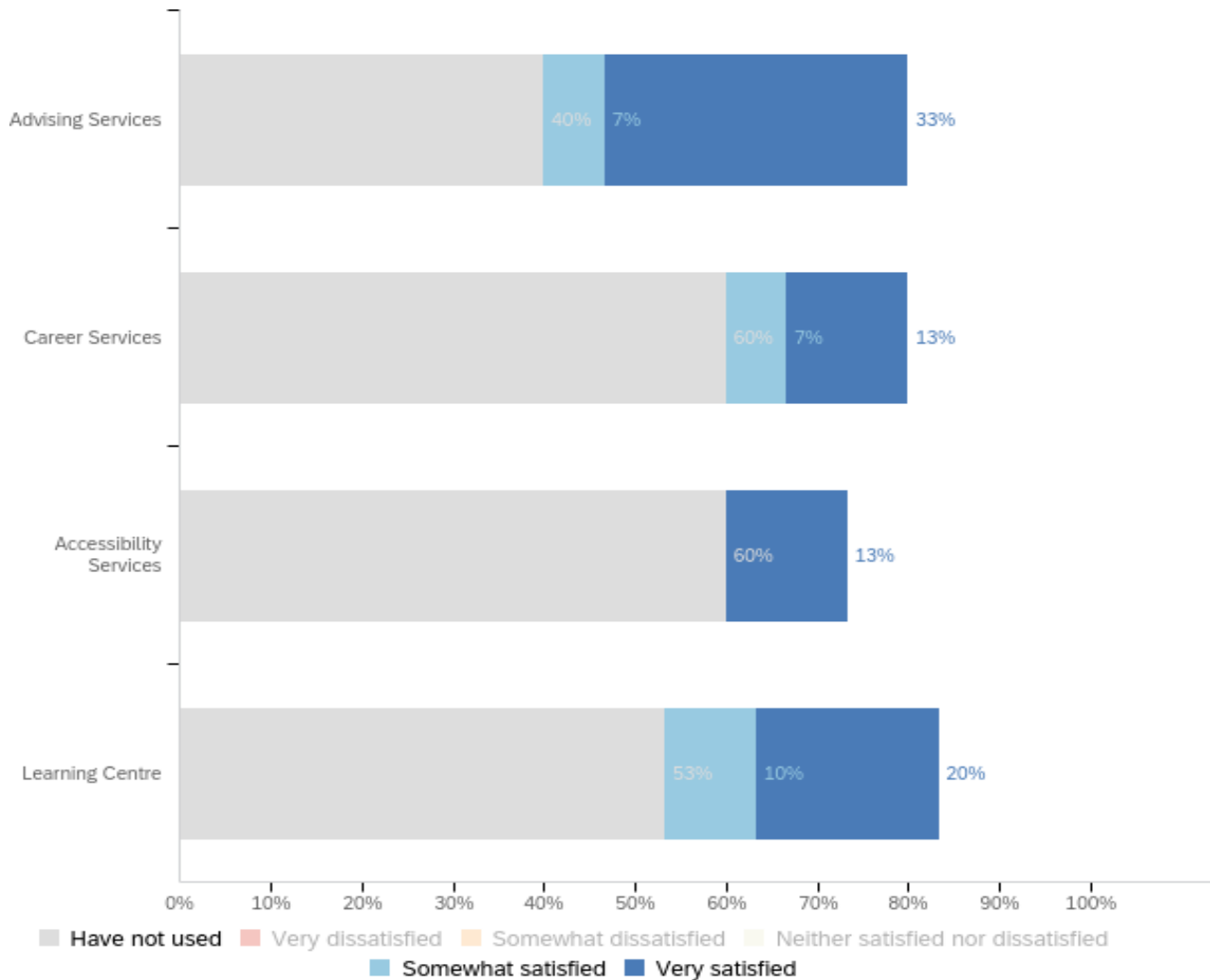


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Monitor lab (2910)	27%	0%	0%	7%	10%	57%	30
2	Monitor lab/classroom (2950)	7%	3%	0%	7%	10%	73%	30
3	Printers	0%	10%	17%	20%	30%	23%	30
4	B/W plotter	37%	3%	0%	13%	30%	17%	30
5	Colour plotter	27%	3%	3%	13%	37%	17%	30
6	Laser cutter	57%	0%	0%	20%	7%	17%	30
7	Photography + lighting lab	47%	0%	10%	13%	20%	10%	30

Does the program have the support services needed to deliver the curriculum?

21 - How satisfied are you with the following as they apply to KPU's Graphic Design for Marketing program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Advising Services	40%	0%	3%	17%	7%	33%	30
2	Career Services	60%	0%	0%	20%	7%	13%	30
3	Accessibility Services	60%	0%	0%	27%	0%	13%	30
4	Learning Centre	53%	0%	0%	17%	10%	20%	30

Appendix J: Faculty Qualifications and Currency Profile Template

Do not name individuals, as this is about the collective expertise of program faculty and other instructional staff.

The number of FTEs by role: • 2 regularized faculty members at 100% • 2 regularized faculty members at 75% (one of which will be stepping into the Chair role in spring of 2026) • 3 contract faculty (one of whom consistently teaches at 50%) • An additional regularized faculty member at 100% was serving as Chair, but is moving into an Associate Dean role in January of 2026
Area(s) of Faculty Expertise: • Art Direction • Branding and Marketing • Illustration and Image Development • Typography and Editorial Design • Media, Technology, and Production • User Interface, User Experience, and Design for Screens • Cultural Studies and Design Research
Faculty Qualifications: • Number of faculty FTEs with doctorate: 1 contract faculty • Number of faculty FTEs with masters: 1 + one in progress • Professional certifications: Three faculty members are CDP, Certified Design Professionals (DesCan)
Recent Professional Development: Each faculty member is active in either design or design research and maintains currency in the industry through professional development: • One faculty member regularly volunteers with DesCan and the monthly event CreativeMornings, an international initiative to showcase creativity across disciplines. • Another faculty member teaching media and technology courses is pursuing a master's in educational technology. • In the summer of 2025, a faculty member attended a 5-week intensive in typeface creation at the prestigious Cooper Union in NYC. • Another faculty member is part of a WSD research lab which produces conferences and publication and has presented research on design and public art at international conferences, most recently in London (2024) and New Orleans (2025). • And another faculty member has been interviewed on CBC and other news outlets for this work, designing illustrative posters for the Tragically Hip. • Through a GDMA faculty connection, the Wilson School of Design will be hosting the RGD Design Educators conference in May of 2026. The branding for this conference is being designed by a fourth-

year GDMA student with faculty mentorship. The student and faculty members will be attending both Design Educators and the connected RGD Design Thinkers conference, which attracts international speakers discussing current issues and the future trajectory of design.

SENATE

Agenda Number: 5.2

Meeting Date: March 4, 2026

Presenter(s): Sundeep Varaich, Sharmen Lee

AGENDA TITLE: GRADUATE NURSE INTERNATIONALLY EDUCATED RE-ENTRY SELF-STUDY REPORT

ACTION REQUESTED: Motion

RECOMMENDED RESOLUTION: THAT the Senate Standing Committee on Program Review approve the Graduate Nurse Internationally Educated Re-Entry Self-Study Report as attached.

COMMITTEE REPORT

For Secretariat Use Only

Attachments

Graduate Nurse Internationally Educated Re-Entry Self-Study Report

Graduate Nurse Internationally Educated Re-Entry Self-Study Report Appendices

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

January 29, 2026

REPORT: Graduate Nurse International Educated Re-Entry Self-Study Report

OVERALL ASSESSMENT:

Please provide a brief assessment of the Self-Study Report under review and an overall recommendation.

Reviewer #1: An excellent and clear report that uses data very well throughout. Very well done!

Reviewer #2: A thorough and complete self-study report which addresses all requirements. Recommendations presented are supported through data and are clearly reported.

Reviewer #3: I would like to acknowledge the effort the program has invested in producing such a comprehensive SSR. I have outlined three recommendations for the program to consider, aimed at leveraging a few missed opportunities to maximize the overall impact on the quality of its curriculum.

The Report (select the box that corresponds your recommendation):

- ☒ Reviewer #1 & #2: Recommend for approval by the SSCPR as is
- ☒ Reviewer #3: Recommend for approval by the SSCPR pending further action (see below)
- ☐ Recommend return to the Program for major revision
- ☐ Recommend for rejection by the SSCPR

Direction for Reviewers: Determine if the criterion for each chapter is fully addressed according to the standard.

CHAPTER 1: Program Overview

Criterion: This chapter provides an overview of the program, its purpose, and the scope of the review.

Standard: The Chapter clearly describes the program, its purpose, and the scope of the current review.

THE CHAPTER:

- ☒ **Meets the Standard**
Additional Comments (if necessary):

Reviewer #1: This is an incredibly clear and well-constructed introduction. It could be a model for other self study reports. The very simple and streamlined points of assessment work fine (very sparse 'intro' to key points of the self-study, but it does tighten the language and length; this is a good thing).

Reviewer #2: This Self-Study provides a very clear description of how the program interacts with licensing requirements for its graduates. The history of the program's change from a focus on language and terminology to professional practice in the Canadian healthcare sector gave good insight into the updated curriculum and this report clearly articulates recommendations for further improvement.

- ☐ **Requires Further Action to Meet the Standard**
Further Action Required for this Chapter to Meet the Standard:
[Click here to enter text.](#)

CHAPTER 2: Curriculum Review

Criteria: This chapter provides a clear profile of the program graduates, relevant program learning outcomes, and a curriculum mapping assessment that adequately identifies any gaps in the program's curriculum.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:
☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: Considering the combination of guidelines the program is required to meet/achieve (three administrating bodies, effectively), the combination of career pathways map to curriculum support makes sense; course breakdown is clear (regarding PLO/CLO targets), recommendations make sense in context. I was impressed with the structure and clarity the team produced in this chapter.

*As Indigenous components/considerations (0 dean's letter, 6 conclusion & recommendations) are addressed in the following chapter (3), chapter 2 works as is.

Reviewer #2: The program has clearly identified how the Ministry of Post-Secondary Education and Future Skills' essential skills are addressed by the program's curriculum. The program learning outcomes are aligned with the BCCNM Competencies and Standards of Practice, and the summary of each semester's focus helps to communicate how student learning is supported from an introducing level to an advanced level throughout the program. I think the report would benefit from a brief statement about whether preparing students to write the NCLEX-RN is a program objective. It seems clear that graduates are successful in passing that exam since they move into practice. There is a recommendation that faculty better prepare students for the NCLEX by using that type of question in their own tests or examinations.

☒ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

Reviewer #3:

Recommendation 01

- In the skill development section (2.2), I appreciate how the program has made broad references to the ways in which MAEST skills are integrated across the various courses offered, with some indications of how they connect to learning and assessment activities.
- Unlike other programs, GINE has the unique advantage of knowing exactly which competencies it is required to meet, as these are directed by BCCNM.
- For the program to meet these mandated competencies, they need to be incorporated either at the program level or within course-level outcomes. While integrating them into program-level outcomes is more challenging, these competencies can be more easily aligned with course-level learning outcomes. While I see some broad references made in the SSR, there is a missed opportunity in not mapping the BCCNM competencies to the CLOs.

- I would highly recommend that the program map these BCCNM competencies to the CLOs of each course and determine whether these mandated competencies are being addressed. If any are missing, they should be incorporated by adding new CLOs or by revising the existing CLOs of the core courses.
- Here is an example of how this could be achieved. The numbers highlighted in purple (7.11, 8.11, 9.1, 9.8—examples only) represent the BCCNM competencies listed in Appendix 3. Simply map them to the corresponding CLOs. If any competencies are not mapped or require updating, they can be revised accordingly.



	PLO 1 Practice within the professional imperatives of knowledge-based, ethical practice, responsibility and accountability, self-regulation and provision of service to the public.
GNIE 1102 Relational Engagement in Nursing Practice	
Examine personal meaning of self-concept, self-esteem, and self efficacy (7.11)	I
Explore personal and cultural influences on beliefs, values, feelings, perceptions, and ideas about self as a relational person (8.11)	I
Explore Canadian Indigenous ways of being and knowing in communication (9.1)	I
Explore the concept of power and positionality as a nurse and as a relational person (9.8)	I
Integrate the concepts of caring, interpersonal relational communications in the process of developing caring relationships (7.2)	I

- This mapping does not need to be completed at this point. I recommend the program to add an action item/recommendation in page 17 of the SSR (before program learning outcomes) that an analysis will be carried out at the QAP stage of program review, mapping BCCNM competencies to the course CLOs to determine whether course CLO full the mandated competencies.

Recommendation 2 (Section 2.3 Curriculum Assessment)

“Program Learning Outcomes are the principal goals for graduates. The GNIE curriculum is designed to help students achieve the program learning outcomes related to ethical practice, collaborative relationships, knowledge application, effective communication, and planning and delivering nursing care within the Canadian healthcare setting”

- The goal of the program is to meet the competencies outlined by BCCNM. I would recommend adding a sentence highlighting this goal to the above paragraph. This recognition is vital since it signals that the program is open to changes and revisions as these mandated outcomes gets updated.

Recommendation 3 (Section 2.3 Curriculum Assessment)

- From pages 18 to 25, I see that the program has put considerable effort into explaining the goals of the core courses at different stages of delivery. However, this level of detail is unnecessary. It would be more valuable if the program identified any gaps, redundancies, or misalignments noted after completing its IDA process in the curriculum map. The link below will help explain what gaps, redundancies, and misalignments are
<https://wordpress.kpu.ca/curriculummapping/mappingprocess/#assessing>

I would recommend that the program add an action item in page 25 (before Student, Alumni, Faculty and Discipline Sector Feedback Regarding GNIE Curriculum) stating if a) any changes are needed to the CLOs of the courses as consequence of recommendation 01, b) an adjustments will be made to the IDA of the curriculum map c) with an gaps, redundancies, or misalignments analysis to make changes to the curriculum

CHAPTER 3: Program Relevance and Student Demand

Criteria: This chapter adequately assesses program's relevance, faculty qualifications and currency, connections to the discipline/sector, and student demand.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: Chapter meets the standard and is very clearly articulated. The section regarding 'appropriate Indigenous content' addresses the modest areas where the program works on this as well as the current limitations around the survey results. Hopefully future surveys/reports and program efforts will further address this.

Reviewer #2: This report clearly shows the alignment to the healthcare sector need for more qualified nurses and that this program supports students to integrate into the Canadian healthcare system. The report indicates that many faculty are also practicing nurses, in addition to their teaching responsibilities, and this provides students with current experience in the sector. There is a note in the report that faculty members, many of whom are also employed as nurses, find it difficult to engage in research in addition to these other roles. Would there be any opportunity to collaborate on research with faculty members from other disciplines, given the unique student population within GNIE?

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 4: Effectiveness of Instructional Delivery

Criteria: This chapter adequately examines the effectiveness of the instructional design and delivery of the program and student success.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: Good contextualization and thorough answers to sub field questions in this section.

Reviewer #2: The data included in this report of high student success rates, student ratings of the effectiveness of instructional delivery along with the high number of graduates working in the profession show that the delivery of the program is effective for this group of learners.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 5: Resources, Services and Facilities

Criteria: This chapter adequately assesses program's resources, services, and facilities from both the student and faculty perspective.

Standard: The Chapter contains data-supported assessments and recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: Very clear and well done.

Reviewer #2: Recommendations for improvement related to resources are clearly delineated and are clearly supported by student, faculty, and industry feedback that is included in this report.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

CHAPTER 6: Conclusions and Recommendations

Criterion: This chapter summarizes the conclusions drawn from the evidence gathered in the program review.

Standard: The Chapter contains data-supported recommendations.

THE CHAPTER:

☒ **Meets the Standard**

Additional Comments (if necessary):

Reviewer #1: Clear, concise, with achievable goals and setting up for a concise and clear QAP.

Reviewer #2: Recommendations and suggestions for further action are well-articulated throughout the report, support by data collected in the student and faculty surveys, and well captured in a summary table.

☐ **Requires Further Action to Meet the Standard**

Further Action Required for this Chapter to Meet the Standard:

[Click here to enter text.](#)

MINOR EDITS (Spelling, syntax, word choice and other mechanical issues).

Please list corresponding page numbers. Minor edits are NOT discussed at the SSCPR meeting. Add or remove rows as needed.

Minor Edits (page #)
Pg 2 , dean's letter: second full paragraph, cut comma between BC, and providing (BC and providing)
3 : Program level should be "Undergraduate" rather than "Certificate" (should we use "academic level" rather than "program level here?")
#3 "...and have completed a recognized international nursing program." Might be helpful to use the language from the next page to clarify <i>how</i> the program is recognized "verified by a BCCNM-approved credentialing agency."
Pg 7 , issues program rev: 2 nd bullet point; replace "as of yet," with to date?
Pg 7 onward... bullet point punctuation consistency: use end punctuation consistently at the end of bullet point sentences or none at all (none is fine and half of bullet points, but random periods and commas are here and there)
12 (and on subsequent pages) references to MAEST could be updated to PSFS for items post-2022, when the Ministry updated its name, add PSFS to List of Acronyms
#13 "In GNIE 1104, students create forum posts with medication artifacts..."
#13 "...ability to write analytically in completing written assignments that examine the professional..."
#14 "...and projects require comprehension for students to critically analyze literature..."
#17 Program learning outcome 5 is incomplete – "nursing process, critical thinking, and organizational skills."

Minor Edits (page #)
#28 "...faculty members also regularly attend this committee's yearly conference..."
P 29, 2 nd full paragraph: line 9, "...in particular, is a significant component (cut comma following component)
#37 "...students consistently reported high levels of satisfaction..."
#48 "Evaluate instructional standards across courses and instructors more regularly to ensure consistency and equity"
#50 "In addition, faculty have requested the integration of electronic documentation..."
#50 "Faculty specifically requested the integration of electronic documentation and identified the limitation of only have paper based charting available"
#51 "The Learning Centres stood out as a particularly..."
#53 "the Learning Centres, library services, and the Student Support Liaison (SSL), which offer targeted..."
#57 Check all BCCNM links in Bibliography; many resulting in "page not found" error
#57 BCCNM code of ethics linking to the updated version from 2025 (could update reference from 2017)
#57 CBC article " <i>B.C. plans to streamline licensing for internationally trained nurses.</i> " According to article linked here, was published in 2023, not 2025



Graduate Nurse Internationally Educated Re-Entry Program Review Self-Study Report

Report Submission Date:
January 29, 2026

Program Review Team Members:
Sundeep Varaich
Sharolyn Cochand
Harmeet Olson
Nikki Purewal
Herraj Sandhu
Sherilyn Sweeney

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List of Acronyms

ABCCS: Airway, Breathing, Circulation, Consciousness, Safety

BCCNM: British Columbia College of Nurses and Midwives

BCIT: British Columbia Institute of Technology

BLS: Basic Life Support

CASN: Canadian Association of Schools of Nursing

CLO: Course Learning Outcome

CPR: Cardiopulmonary Resuscitation

DFW: D (Poor), F (Fail), or Withdrawal

EDI: Equity, Diversity, and Inclusion

ER – Emergency Room

FOH: Faculty of Health

GNEAL: Graduate Nurse English as an Additional Language Re-Entry

GNIE: Graduate Nurse Internationally Educated

HCP: Health Care Provider (CPR certification)

HFS: High Fidelity Simulation

IEN: Internationally Educated Nurse

IPE: Interprofessional Education

IV: Intravenous

KPU: Kwantlen Polytechnic University

LPN: Licensed Practical Nurse

MAEST: Ministry of Advanced Education and Skills Training

MAID: Medical Assistance in Dying

NCAS: Nursing Community Assessment Service

NCLEX-RN: National Council Licensure Examination for Registered Nurses

NCSBN: National Council of State Boards of Nursing

NG: Nasogastric

ORS: Office of Research & Scholarship

PAF: Practice Appraisal Form

PLO: Program Learning Outcome

PNUR: Professional Nursing

PO: Per OS/Oral

[PSFS: Ministry of Post-Secondary Education and Future Skills](#)

RN: Registered Nurse

SBAR: Situation, Background, Assessment, Recommendation (communication tool)

SC: Subcutaneous

SIM: Simulation (utilizes realistic scenarios and technology and debriefing to enhance learning)

SIM Lab: Simulation Laboratory

SSL: Student Support Liaison

ZTC: Zero Textbook Cost

Memo from Dean/Associate Dean

January 28, 2026

Dean's Response Memo: Program Review for Graduate Nurse Internationally Educated Re-Entry (GNIE)

The Self-Study Report (SSR) provides a comprehensive review of the Graduate Nurse Internationally Educated Re-Entry (GNIE) program, offering valuable insight into both the program's current strengths and opportunities for improvement.

The GNIE program is well-aligned with the needs of the healthcare sector, as evidenced by the high rate of licensure among graduates and their strong employment outcomes. Through the contributions of its graduates, the GNIE program has an important role in attracting internationally educated nurses to BC₇ and providing the education to facilitate their integration into the Canadian health care system.

I concur with the conclusions and recommendations outlined in Chapter 6 of the SSR. Feedback from students, alumni, discipline/sector, and faculty surveys highlighted areas for enhancement:

- Examining opportunities to balance workload throughout each semester to decrease content saturation
- Examining opportunities to increase clinical practicum hours throughout the program, within the current program credit and contact hours
- Examining and assessing the quality and comprehensiveness of Indigenous content throughout the program
- Integrating and expanding simulation-based learning opportunities and providing additional faculty development in simulation-based learning and digital health tools
- Obtaining an electronic health record, suitable for an educational institution, and integrating this technology in nursing labs and simulations

Implementing these improvements has the potential to significantly enhance the student learning experience, and the faculty teaching experience.

In summary, I fully support the SSR and its recommendations. I commend the Program Review Team for their thoughtful and thorough examination of the GNIE program and for identifying meaningful opportunities to support the continued success of the program and its graduates.

Sincerely,



Sharmen Lee
Dean
Faculty of Health

1. Introduction

1.1. Overview of the Program

Program Under Review

Program Name	Graduate Nurse Internationally Educated
Academic Level	Certificate level
Credential	Certificate
Credits Required	47 Credits
Discipline and specializations if applicable	N/A
Date established	Established in 1992 Self-Study Report approved in 2016 External Review approved in 2017

The Graduate Nurse Internationally Educated Re-entry (GNIE) program at Kwantlen Polytechnic University (KPU) is a one-year, full-time certificate program designed for internationally educated nurses (IENs) who wish to transition into the Canadian healthcare system and become registered nurses in Canada. The program is offered at KPU's Langley campus and is part of the Faculty of Health (FOH). Theory classes and simulation labs at all levels are offered primarily at the Langley campus, with the theory courses offering a blend of online and classroom learning. Professional practice courses occur in various hospitals in the Lower Mainland and Fraser Valley.

Over the course of three semesters, IENs update their nursing knowledge and skills, adapt to the Canadian healthcare system, and meet the professional standards required by the British Columbia College of Nurses and Midwives (BCCNM). The curriculum emphasizes clinical competence, communication, and professional practice, with hands-on placements across hospitals in the Lower Mainland. Applicants must be Canadian citizens or permanent residents and have completed a recognized international nursing program [verified by a BCCNM-approved credentialing agency](#). Additional assessments may be required if their education was completed more than five years ago. Graduates are eligible to apply for BCCNM registration and write the NCLEX-RN exam.

Admission Requirements and Laddering

In addition to the requirement of applicants being Canadian citizens or permanent residents/landed immigrants in Canada, the following program admission requirements apply:

- Completion of an international Registered Nursing Education program, verified by a BCCNM-approved credentialing agency-

For Programs Completed Over 5 Years Ago:

- Option 1: An Inspire Global Assessment (formerly NCAS) Summary with:
 - Section 2 showing 50% or fewer undemonstrated competency themes, or
 - Section 2 showing 51% or more undemonstrated competency themes, plus completion of KPU's PNUR 9030, Nurse Ready course (Evolve online portion not required)-
- Option 2: Successful completion of the NCLEX-RN exam within the last 5 years-
- Option 3: Current registration as a Canadian Licensed Practical Nurse (LPN)-
- Option 4: Employment as a registered nurse for at least 1125 hours within the last 5 years-
- Option 5: Successful completion of KPU's PNUR 9030, Nurse Ready course (Evolve online portion not required)-

Students admitted to the program must meet the following additional requirements:

- Valid Canadian CPR Basic Life Support (BLS) or CPR Health Care Provider (HCP) certification from an approved provider (must remain current throughout the program)-
- An acceptable criminal record check through the Ministry of Public Safety and Solicitor General's Criminal Records Review Program within 6 months prior to the program start-
- An Immunization Record Form reflecting required immunizations as per Practice Education Guidelines for BC-

Upon successful completion of the GNIE program and passing the NCLEX-RN exam, graduates are eligible to apply for registration with the BCCNM as practicing Registered Nurses (RNs) in British Columbia. This opens further educational and career advancement opportunities within the Canadian healthcare system.

1.2. Program Department

The GNIE program is one of seven programs offered through the Faculty of Health (FOH). The program admits 35 students per semester, with an increased intake of a 70-student cohort in the spring semester of 2025. The GNIE program is unique in its design, as it is constructed for IENs. The program is supported by a program chair, a Nursing Resource Lab coordinator, two simulation facilitators, a clinical practice mentor, a Student Support Liaison, an administrative assistant, a clinical placement liaison, as well as three lab and simulation support staff. Currently, there are 17 regular faculty who teach in this program. Of the 17 faculty members, 12 are full-time and 5 are part-time. To meet the demand for teaching courses, non-regular faculty members are also employed by the Faculty of Health on a temporary basis. For example, there are 6 non-regular faculty members in the Summer 2025 semester. The minimum requirement for a regular, full-time faculty position is practicing membership with BCCNM and a master's degree.

1.3. Program Purpose

The GNIE program is part of the Faculty of Health at KPU. It is designed to support internationally educated nurses in transitioning into the Canadian healthcare system as registered nurses. The program's purpose is to refresh and enhance existing nursing knowledge and clinical skills, ensure alignment with the professional standards set by BCCNM, and prepare students for successful licensure and integration into the Canadian workforce. In addition to clinical competencies, the program emphasizes effective communication, cultural competence, and familiarity with Canadian healthcare practices to ensure safe and competent patient care. These outcomes are assessed through a combination of theoretical coursework, simulation labs, and clinical practicums, with increasing complexity across three semesters. The program continuously adapts its curriculum based on feedback from students, faculty, and healthcare partners to ensure that graduates meet the professional practice requirements of BCCNM and are well-prepared for licensure and integration into the Canadian workforce.

The GNIE program has evolved significantly since its inception. It began in 1992 as the Graduate Nurse English as an Additional Language Re-Entry (GNEAL) program. In 2006, a full program proposal was approved by KPU's Education Council, and the program was recognized by the then College of Registered Nurses of British Columbia (CRNBC), now BCCNM. That same year, following a policy change, English language courses were removed from the program, and the name was changed to GNIE to reflect this shift. Since then, the learning outcomes have been refined to align with the standards of Canadian nursing practice. The program aims to prepare IENs to practice safely and competently within the Canadian healthcare system by renewing and enhancing their nursing knowledge and clinical skills.

BCCNM recognizes the GNIE program as an IEN bridging program, with the GNIE program receiving 5-year recognition in 2010, seven-year recognition in 2015-, and seven-year recognition in 2023. In addition, the GNIE program was one of three bridging programs in Canada to receive five-year accreditation in 2018, receiving an additional five-year accreditation from CASN in 2023. The last self-study report was approved in 2016, and the external review and quality assurance plan was approved in 2017.

The GNIE program is an intensive, full-time, 47-credit program delivered over 12 months, spanning three academic semesters. In the first semester, students engage in theory courses focused on relational

engagement, pharmacology, and nursing concepts, alongside simulation labs and clinical practice with medical patients. The second semester builds on this foundation with continued theory and simulation labs that support clinical practice focused on surgical patients. The third semester includes nursing theory and a consolidated clinical practicum in various medical or surgical units at designated hospitals. Each semester is a prerequisite for the next, with the intent of building on student confidence and competence as they progress through each semester. Up until January 2025, the program admitted 105 students each academic year (35 each term). In 2025, the January cohort was doubled, and 140 students were admitted from January 2025 to December 2025. It is anticipated that 70 students will be admitted into the January 2026 cohort, and the program will once again admit 140 students from January to December 2026.

	Course Name	Credits	Time Allocated	Total Hours
Semester 1				
GNIE 1102	Relational Engagement	3	4 hrs/week	56
GNIE 1104	Pharmacology	2	3 hrs/week	42
GNIE 1118	Professional Nursing Theory 1	5	6 hrs/week	84
GNIE 1117	Professional Nursing Practice 1	9	7 hrs/week lab 16 hrs/week clinical (8 weeks)	98 – Lab 128 – Clinical
<i>Semester 1 Total</i>	-	19	20 hrs/week outside of clinical 36 hrs/week during clinical	408
Semester 2				
GNIE 1218	Professional Nursing Theory 2	7	9 hrs/week	126
GNIE 1227	Professional Nursing Practice 2	6	4 hrs/week lab (11 weeks) 16 hrs/week clinical (8 weeks)	44 – Lab 128 – Clinical
<i>Semester 2 Total</i>	-	13	13 hrs/week outside of clinical 29 hrs/week during clinical	298
Semester 3				
GNIE 1328	Professional Nursing Theory 3	7	9 hrs/week	126
GNIE 1337	Professional Nursing Practice 3	8	200 hrs (16.6 12 hr shifts over 5 – 6 weeks)	200
<i>Semester 3 Total</i>	-	15	9 hrs/week during Theory 36 hrs/week during Clinical	326
Program Total	-	47		1032
Total Hours for GNIE Certificate				
Theory	434 Hours			
Lab	142 Hours			
Clinical	456 Hours			

Table 1: GNIE Program Overview

1.4. Issues for Program Review

Based on positive reviews from the 2022 CASN and 2023 BCCNM Accreditation processes, the GNIE program has been identified as meeting its mandate to successfully prepare IENs for entry to practice as nurses in Canada. While the GNIE program has been seeking to take action to meet the recommendations which resulted from these processes, there do remain a few areas which have not yet been fully addressed.

- Computerized charting has not yet been integrated into nursing labs
- Despite the actions and efforts of the GNIE Research and Scholarship Committee and the ORS, [to date](#), no research projects focused on IENs have been published by the faculty of the GNIE program. Faculty identify timing as a barrier to completing research.
- GNIE faculty have not yet fully integrated Next Gen NCLEX exam style of questions into all courses.

As such ongoing work is currently being done to work towards the following:

- Acquiring and integrating computerized charting technology into nursing labs
- Working to support GNIE Faculty in completing and publishing research relevant to IEN practice.
- Seeking to incorporate increasing amount and quality of Next Gen NCLEX style questions into learning opportunities throughout GNIE courses and to incorporate practice of the NSCBN Clinical Judgement Model throughout the GNIE program

Recommendations and Actions Based on Previous Reports

The GNIE program is diligent in seeking to apply recommendations from previous program reviews and accreditation processes. The following is a comprehensive list of the recommendations and actions undertaken based on the findings of the 2016 KPU Program Review, the 2022 CASN Accreditation Review, and the 2023 BCCNM Accreditation Review. Some of these recommendations have been fully integrated, while others are still outstanding.

KPU Program Review 2016	
Recommendation	Action
Development of a “pre-GNIE” course. This course would be one semester in length and meet the needs of those who have completed their BC IEN Assessment but have not demonstrated a high enough level of competency to enter directly into the GNIE program	The Nurse Ready program has been integrated as an option for students to complete as part of the admissions process to the GNIE program.
In order to provide GNIE students with increased instructional time prior to entering clinical, it is recommended that Professional Nursing Practice 1 begin in or around week five of semester one	This is standard practice in semester one at this point in time. Also, this practice benefits students by covering more content in GNIE 1104 (pharmacology) before administering medications in clinical practice.
It is recommended that an orientation for new GNIE students be organized within the first month of semester one.	This orientation occurs for all semester one students with each intake.

KPU Program Review 2016	
Recommendation	Action
It is recommended that the 7 Advanced Education Benchmarks be monitored yearly by the GNIE program coordinator	These benchmarks (MAEST guidelines) are being monitored regularly and integrated into curriculum.
To ensure the GNIE program remains current and relevant, faculty members will continue to engage and dialogue with the nursing practice community. Faculty will update courses to reflect changes in professional practice and integrate new evidence-based practice as it is disseminated.	GNIE faculty remain engaged in dialogue with the nursing practice community regularly. Numerous members of the GNIE faculty also maintain part-time or casual practice as front-line nurses in various health authorities. Faculty regularly engage in course updates to reflect changes in practice and to remain current.
The GNIE program will integrate computerized documentation and charting into nursing labs.	Work has been ongoing to be able to provide access to learning with computerized documentation via FOH nursing labs. Currently, three potential software companies which could accommodate this have been identified by nursing lab personnel. At this point in time, security approvals and budget constraints have not been met for this initiative. Subsequently, GNIE nursing labs are only able to integrate paper documentation into their teaching.
The GNIE faculty are experts in the education of IENs. It is recommended that faculty begin to explore possible research ideas related to teaching and learning of IENs. It is recommended that GNIE faculty commit to one research project focused on one area of IEN education. Explore various ways in which GNIE faculty can receive funding and support for potential research projects.	GNIE faculty members engaged in research activities can apply for funding through the Office of Research and Scholarships (ORS) or directly from the relevant organization, such as health authorities. If faculty conducting research need any support, the Research and Scholarship Committee can connect them with ORS. The GNIE Research and Scholarship Committee is looking at ways to promote research at KPU. Faculty have identified timing as a barrier to completing research. Faculty members are often busy with their workloads and may not have time outside of their regular responsibilities to work on research projects. Currently, two faculty members are involved in a research project titled "A Qualitative Research Study to See if Internationally Educated Nurses (IENs) Enrolled in the Graduate Nurse Internship Education (GNIE) Program Experience a Change in Their Perception of Individuals Misusing Opioids."

Table 2: Recommendations and Actions from KPU Program Review 2016

CASN Accreditation Review 2022	
Standard	Status
IEN Learner – Overall Standard	Met
Partnerships/Relationships – Overall Standard	Met
Teaching and Learning – Overall Standard	Met
Resources – Overall Standard	Met
Communication – Overall Standard	Met
Program Evaluation – Overall Standard	Met
Program Outcomes – Overall Standard	Met
Recommendations: Communications Key Element 1 - Met IEN-CAB looks forward to viewing a formalized communication plan.	
Overall comments: “In rendering these decisions, the IEN-CAB recognizes the strengths of your nursing education program as described in your self-study report.” And “IEN-CAB commends the school on its clear and concise report and excellent evaluation plan and process.”	

Table 3: Summary of CASN Accreditation Review 2022

BCCNM Accreditation Review 2023	
Recommendation	Action
Continue to strengthen content related to new competencies further and to ensure laddering throughout all 3 semesters in all relevant courses	The GNIE Curriculum Committee reviewed PLO and CLO mapping in 2024. In practice, some lab content has been switched between semester one and two labs (e.g., tracheostomy and Nasogastric insertion/enteral feeds) but is not yet reflected in course outlines. GNIE faculty regularly review course content to ensure that it reflects changes in health care and health authority practice.
Develop standardized rubrics incorporating Ministry of Post-Secondary Education and Future Skills (PSFS) ~~Ministry of Advanced Skills and Training (MAEST)~~ guidelines & BCCNM standards for all courses to ensure consistency & continuity throughout program	The curriculum committee has collected and reviewed all rubrics from each GNIE course. Where possible, PSFS ~~MAEST~~ guidelines have been explicitly incorporated into most rubrics. Ongoing work is occurring to underscore BCCNM standards as well as to disseminate standardized rubrics and guidelines to each faculty member, while allowing faculty to update and adapt them.
Continue to strengthen the quality of Next Gen NCLEX exam questions in all courses. Prepare students to write Next Gen NCLEX exams.	Faculty are individually working to incorporate Next Gen NCLEX style questions into their testing to the best of their abilities. Questions incorporate theory surrounding the National Council of State Boards of Nursing (NCSBN) Clinical Judgement Model, which forms the basis of the NCLEX style questions. The six steps of this model include recognizing cues, analyzing cues, prioritizing hypotheses, generating solutions, taking action, and evaluating outcomes. Members of the curriculum committee have met with staff from the learning center on multiple occasions to examine how the Moodle testing platform can support the specific format of questions offered

BCCNM Accreditation Review 2023	
Recommendation	Action
	on the NCLEX exam. Unfortunately, there are limitations to Moodle's style of test questions and test make-up which do not fully align with NCLEX style question formatting. Adapted forms of Next Gen NCLEX style questions are currently being utilized for both GNIE 1218 and 1328 in the format of unfolding case studies, drag and drop and bow-tie questions. Additionally, in several theory courses, students work through evolving case studies which follow the style of Next Gen NCLEX questions.
Continue building on incorporating high fidelity simulation (HFS) into labs.	GNIE faculty have been collaborating with the FOH SIMS team. Currently, SIMS are being incorporated into semester one and two labs.
Communicate and incorporate Program Philosophy throughout all 3 semesters, ensuring it is clearly articulated and understood.	Program philosophy on the individual, health and health services, nursing, and learners and learning is incorporated throughout the GNIE curriculum.

Table 4: Recommendations and Actions from BCCNM Accreditation Review 2023

Additional Changes

In September 2022, changes were made to the international criminal record check requirement for the admissions process. The GNIE Admissions Committee recognized this requirement as a barrier, noting that applicants would have already completed such checks before obtaining permanent resident or landed immigrant status in Canada, rendering the additional check redundant. Students are still required to submit a Canadian criminal record check which has been done within the last 6 month as part of the admission process.

In addition to carrying on with these previously identified but not yet met goals, this current review will seek to identify and address new issues which have been identified by students, alumni, faculty, and discipline/sector representatives since the last review was completed. As part of this process, the following will be assessed:

- A review of GNIE curriculum and learning outcomes
- A review of program relevance and demand
- A review of the effectiveness of instructional delivery
- A review of available resources, services, and facilities

Findings from the review will then be analyzed and used to highlight program strengths and identify recommendations for improvement. The goal of this process is to reinforce and strengthen positive program attributes and practices as well as to support continued growth in the face of changing health care and post-secondary education milieus.

2. Curriculum Review

2.1. Pathways for Graduates

Pathways to Employment

Graduates of the GNIE program at KPU have several pathways to employment in Canada. Upon graduation, GNIE students are eligible to apply for registration with the BCCNM and to write the National Council Licensure Examination (NCLEX). GNIE graduates who pass the exam can then receive full licensure from the BCCNM, which opens doors to various nursing roles in hospitals, clinics, and other healthcare settings. As registered nurses, they are eligible to apply for the same positions as Canadian nursing graduates. Without completing the GNIE program (or another similar program), these students would not be eligible to become registered nurses in Canada.

In the GNIE program, theory and practice courses are related to the BCCNM Professional Standards and Entry Level Competencies and form the basis for a growing and expanding professional practice. GNIE students who are successful at the end of the program have met BCCNM professional and practice standards and are able to demonstrate the competencies required for entry to practice. As RNs, GNIE graduates must practice according to the BCCNM Professional Standards (BCCNM, 20260a), Standards of Practice (BCCNM, 20260b), Scope of Practice for Registered Nurses: Standards, Limits, Conditions (BCCNM, 2024), as well as federal and provincial/territorial legislation and common law that directs practice (BCCNM, 2021b).

As per the results of the Alumni Survey (Appendix A), 88% of respondents stated that they were currently employed in a field related to the GNIE program. Of this group, 69% were employed full-time while 23% were employed part-time, and 8% were employed on a casual basis. Clearly, GNIE program graduates can successfully follow employment pathways which arise from completion. This attrition rate is well below the established norm for the nursing profession with a documented attrition rate of 28% from Canadian entry to practice nursing programs in 2009 and an attrition rate of 27% for new nurses under the age of 35 in BC in 2023 (ARNBC, 2017; MEI, 2025). Having established this fact, it would still be potentially beneficial to further examine the 12% of graduates who are not currently employed in a relevant field to assess the situation surrounding this data.

Pathways to Further Study

Graduates of the GNIE program at KPU have several pathways to further study, allowing them to advance their careers and specialize in various fields of nursing. These pathways provide GNIE graduates with numerous opportunities to advance their careers, specialize in various fields, and contribute to the healthcare system in meaningful ways. Once graduates have obtained licensure to practice nursing, they can pursue specialty nursing programs for advanced training in specific areas of nursing practice, as well as undergraduate and graduate degree programs. As practicing nurses, GNIE graduates can also pursue professional development courses for continuing education or certification in various areas of nursing. As will be seen in future sections, GNIE Faculty intentionally prepare students for and encourage them to pursue further education. Data from the Alumni Survey (Appendix A) shows that these efforts are bearing fruit, as 22% of alumni reported enrolling in further education following the program. Many students

reported pursuing specialty nursing courses at BCIT or hospital-based programs in critical care, emergency, oncology, and nephrology. Additionally, some students were pursuing further education via Master's degree studies. Fully 23% of GNIE graduates that responded to the alumni survey reported currently pursuing or having previously achieved a master's degree.

Pathways to an Enriched Civic and Personal Life

The GNIE program's comprehensive curriculum and supportive environment contribute to the holistic development of internationally educated nurses. The program focuses on renewing and enhancing previously acquired knowledge and skills, ensuring graduates meet professional practice requirements, and enabling effective communication skills with patients and colleagues. The GNIE program at KPU provides pathways to enriched civic and personal life by fostering cultural competency, community engagement, professional development, personal growth, and ethical practice. The program includes content on cultural sensitivity and understanding the unique health concerns and preferences of different demographic groups, including Indigenous populations. Students gain practical experience through clinical placements in various healthcare settings, such as hospitals and clinics. This exposure helps students understand and engage with the community they serve. In addition to preparing students for exams like the NCLEX-RN, the program ensures they meet regulatory requirements and are ready for professional practice.

Furthermore, opportunities are provided for building leadership and management skills to prepare students for roles beyond bedside care (e.g., care coordinators, educators). To promote personal growth, the integration of lab, theory, and clinical practice boosts students' confidence to work independently as RNs in Canada. Through the GNIE program, students can reclaim the professional status they enjoyed in their country of origin. This is a significant source of pride and contributes to a sense of achievement. It also significantly raises the student's ability to financially support themselves and their loved ones, as the earning capacities of an RN are higher than that of many of the other employment opportunities available to students prior to completion of the program. Students of the program have also reported that the focus on effective communication enhances medical terminology, English language proficiency, and patient interaction skills, contributing to personal and professional growth. Students are also encouraged to adhere to ethical practice standards and focus on ethical decision making. The emphasis on ethical practice aligns with the growing focus on accountability, patient safety, and ethical decision-making in healthcare.

Career Pathways Map

The Career Pathways Map of the program is presented in Appendix B.

2.2. Skill Development

The Ministry of Advanced Education and Skills Training (MAEST), which is now the Ministry of Post-Secondary Education and Future Skills [\(PSFS\)](#), has a list of seven essential skills that must be met by programs offering post-secondary education. As noted earlier (Section 1.3), members of the GNIE Curriculum Committee have been working to integrate [PSFSMAEST](#) guidelines into the rubrics for each assignment throughout the program, as well as to disseminate the [PSFSMAEST](#) guidelines to all instructors within the program. Data collection also occurs to ensure that these guidelines are being met.

Writing Clearly and Concisely

The GNIE curriculum is thoughtfully structured to cover essential nursing areas and progressively develop students' competencies, including writing skills. In each course, clear academic writing with appropriate use of reliable sources, in-text citations, and APA referencing is required. Written assignment expectations are ladderred so that students incrementally grow their ability to generate university level academic writing. The following are examples of where writing clearly and concisely is taught and assessed throughout the program:

Theory Courses: In each theory course, students complete written assignments for which their ability to write clearly and concisely is evaluated. In GNIE 1102, students submit examples of SBAR communication and engage in two in-depth written analyses of their own therapeutic communication employed during role play scenarios. In GNIE 1104, students create forum posts with medication artifacts which highlight “need-to-know” and “nice-to-know” information for their assigned medication and provide written analysis regarding how this artifact aligns with their learning style or can be more easily understood by their classmates. Additionally, they write analytical response posts. In GNIE 1208 and GNIE 1337, students further develop their ability to write analytically in completing written assignments that examine the professional role of the nurse and relevant ethical, legal, and professional imperatives that influence nursing practice.

Clinical Courses: In each clinical course, students must engage in reflective journaling throughout the semester. Additionally, in GNIE 1117 and GNIE 1227, each student must submit a significant written analysis of a patient situation which they encountered during their clinical practice experience. For GNIE 1117, students write a clinical decision-making assignment which showcases their ability to create a detailed account of their patient’s history, presenting condition, events of the admission, a full head-to-toe assessment, a thorough analysis of their patient’s prescribed medications, laboratory and diagnostic findings, as well as the creation of relevant nursing priorities, goals, interventions and evaluation. For GNIE 1227, students must submit a detailed discharge plan for one of their patients, which considers their medical history, social context, surgical intervention, recovery process and required services/follow-up. In each clinical context, students are engaging in written computerized or paper documentation on each patient throughout each clinical shift. It is critical for all nurses to be able to engage in clear, accurate, relevant, and concise documentation, and much time and effort is spent assisting students to achieve this.

Speaking Effectively

Oral communication is developed and demonstrated throughout the program. Faculty role-model effective interprofessional collaboration and communication with colleagues in agency and community settings and expect students to likewise engage in a professional fashion with growing sophistication, as they move through the program. The following are examples of where speaking effectively is taught and assessed throughout the program:

Theory Courses: Professional and therapeutic communication styles in the Canadian health care context vary significantly from that which many IENs have previously experienced. As such, GNIE 1102 plays a crucial role in helping students adapt and grow in this area. In GNIE 1102, students learn about and then practice various forms of therapeutic communication through role playing and learning to communicate in difficult situations. Additionally, students learn how to communicate clearly and professionally concerning findings to members of the health care team through employment of SBAR communication. For another assignment, they record themselves by submitting a professional voicemail. In other theory classes, students present in large and small groups on topics specific to each course. In theory courses, students engage in group discussions to share and examine concepts and ideas with each other and their

instructor. Through oral communication, they create concept maps to promote critical thinking and analysis of data implementation of evidenced-based nursing interventions.

Lab Courses: In the psychomotor lab setting, students provide verbal feedback on skill performance to their peers and, in the high-fidelity simulation lab, students interact and verbally communicate with a simulated patient. Feedback is provided regarding their ability to engage in effective verbal communication in these settings.

Clinical Courses: Clinical experience in semesters one, two and three provide experiential learning and honing of oral communication skills in the clinical setting. Students must be able to effectively engage in conversations with patients and their families, as well as the members of the interdisciplinary health care team. Throughout each semester, students utilize verbal communication to collaborate with members of the interdisciplinary team by way of team meetings, care planning discussions, and daily reporting regarding patient care and progress.

Reading and Comprehending Material

The GNIE program at KPU is designed to enhance students' abilities to read and comprehend complex material, which is essential for effective nursing practice.

Theory and Lab Courses:

The curriculum includes various situations requiring students to engage with academic texts, research articles, and clinical guidelines. These readings are carefully selected to build foundational knowledge and keep students informed about current practices and standards in the healthcare field. Additionally, assignments and projects require comprehension for students to critically [analyze literature](#), encouraging students to interpret and synthesize information from multiple sources.

Clinical Courses: Clinical placements further reinforce reading and comprehension skills by requiring students to read and understand patient charts, medical records, and treatment plans. Throughout the program, instructors provide guidance on effective reading strategies and comprehension techniques, helping students to develop the ability to process information quickly and accurately. This comprehensive approach ensures that graduates are well-prepared to handle the demands of professional nursing, where the ability to effectively read and comprehend material is crucial for delivering high-quality patient care.

Working Effectively with Others

Collaborative learning is a crucial component of the GNIE Program. Small group activities in the classroom allow students to explore topics and issues under the guidance and facilitation of faculty, with the intent of meeting common learning goals resulting in successful learning for all group members (Claxton, 2006). Small group activities within GNIE also provide students with opportunities to develop a sense of collaboration with their peers to work with people from diverse backgrounds.

Theory Courses: Students learn that sharing their own past experiences and listening to the experiences of others enriches their learning. Through inquiry and self-reflection, students cultivate critical thinking and opportunities to challenge ideas in a safe space. They explore ideas and issues while challenging the perspectives of others, and they do so in a safe and respectful environment. It facilitates cooperation especially through uncomfortable content such as death and dying or managing conflict.

Lab Courses: Students collaborate to learn about and perform nursing skills in a simulated setting. While each student must individually demonstrate competently performing each skill, students share space and work in small groups to support each other's growth.

Clinical Courses: In clinical, students integrate into the interdisciplinary health care team to form collaborative relationships in providing care. They initiate and maintain professional relationships with patients and their families and integrate patient centered care. At times, students work with challenging situations, such as caring for patients who have a history of exhibiting aggressive and violent behavior, patients who are actively dying, patients and families who are in acute physical and emotional distress or patients who are experiencing opioid or alcohol withdrawal. Each of these situations requires students to work collaboratively with their patients, families, the members of the healthcare team, their classmates, and their clinical instructor.

Analyzing and Thinking Critically

Critical analysis is threaded throughout the program. The ability to utilize analysis and critical thinking is essential to nurses' ability to engage in clinical decision-making and the safe provision of patient care. As such, the program dedicates considerable effort to developing these skills.

Theory Courses: In the classroom and psychomotor skills lab, students begin to critically analyze data and assessment findings. Students complete case studies of adult health and challenges, with the expectation that they apply theory and knowledge gained through the literature to the practice setting. Topics in semesters two and three are explored through the lens of Canadian beliefs and values. For example, the legislation around informed consent and decision making is frequently in conflict when compared to legislation of other countries. Students are asked to explore these laws using Canadian biomedical ethical and legal principles to gain a critical understanding of the values and beliefs that are threaded through the legislation.

Clinical Courses: Students advance their critical analysis skills in the clinical setting through individual discussions of their clients. This may occur with the faculty, members of the health care team, or during post-conference discussions facilitated by the faculty. During the third semester, students critically analyze community support services and programs for vulnerable populations and explore a broad range of topics such as policy development and sexuality across the lifespan. By semester three, students are active members of the health care team, caring for acutely ill clients in collaboration with the families and the multidisciplinary team.

Resolving Issues or Other Problems

Problem solving and resolution increase in complexity through the GNIE Program with students being challenged at an increasingly difficult level with each new semester.

Theory and Lab Courses: Classroom and lab activities assist the students in developing knowledge and skills needed to address issues they may encounter. Students are expected to apply their problem solving and resolution skills to the practice setting. Faculty work closely with them to identify, analyze, and resolve problems that may be interpersonal, inter-professional, skill or knowledge based.

Clinical Courses: Students will all encounter ethically and emotionally charged situations during their clinical placements. Additionally, they will face organizational or site-specific challenges which require planning and intervention to navigate. As students progress through the program, they encounter increasing frequency and complexity of issues as they assume the care of more patients as well as more acute patients. Students achieve higher levels of independence in actively resolving these issues each semester. In semester one clinical, 7 students are supported by one clinical instructor who can offer significant assistance in resolving issues as they begin to navigate the nursing role. By semester three, up to 20 students are supported by one clinical instructor, and while they still receive support with new or

challenging situations, they are much more prepared to resolve commonly occurring or less complex issues independently.

Learning on Your Own

Students apply an independent process of critical inquiry when caring for clients and their families, and establish professional relationships with clients, families, and the health care team. Assignment and delegation skills are increasingly developed, and they assume a leadership role with other members of the health care team, contributing to care planning conferences. Students identify their own learning needs and assume primary responsibility for maintaining competence and fitness to practice. By the completion of the course, they are providing care for a workload like that expected of an entry-level Registered Nurse. Student progress is evaluated through critical reflection on their practice using an evaluation tool based on BCCNM Competencies (Appendix C) and Professional Standards (Appendix D).

Faculty, Student and Alumni Feedback on PSFSMAEST Skills

There was some discrepancy between faculty, student, and alumni perception of the degree of how well the GNIE program equips students to meet the goal of achieving PSFSMAEST skills. Having established this, there was, however, a consensus from both groups that the program met these goals to a “moderate” or “large” extent. Faculty scored the program the lowest in “speaking effectively” and “reading and comprehending material” at 84% reporting these goals were met to a moderate to large extent and in “writing effectively” with 25% reporting this goal was met to a “large extent” and 58% reporting it was met to a “moderate extent” (Appendix E). Students scored each PSFSMAEST goal as being met to a “moderate” or “large” extent at 93% or above, and Alumni scored each at 96% or above (Appendices F & A). As per the table below, Student Outcome data for 2020-2023 indicates that the GNIE program is well above Ministry targets and is on track to meet each goal. As noted, faculty believe there is room for improvement in some areas and continuously seek to improve curriculum content and delivery to support these goals.

Measures	Student Outcome Data for KPU GNIE Program (2020-23)	Ministry Target
<i>Respondents</i>	267	
Skill Development ¹	97%	≥ 85%
<i>Write Clearly and Concisely</i>	93%	≥ 85%
<i>Speak Effectively</i>	97%	≥ 85%
<i>Read and Comprehend Materials</i>	95%	≥ 85%
<i>Work Effectively with Others</i>	98%	≥ 85%
<i>Analyze and Think Critically</i>	99%	≥ 85%
<i>Resolve Issues or Problems</i>	97%	≥ 85%
<i>Learn on your Own</i>	97%	≥ 85%

Table 5: KPU GNIE Program Student Outcomes Essential Skills Data Compared with Ministry Targets

¹ Program graduates’ assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

2.3. Curriculum Assessment

The full curriculum map is provided in Appendix G. The curriculum map aligns course learning outcomes with program learning outcomes. An analysis of the curriculum map will be carried out at the quality assurance plan stage of the program review.

Program Learning Outcomes

~~Program Learning Outcomes are the principal goals for graduates.~~ The goal of the **GNIE** program is to meet program learning outcomes and, ultimately, the competencies outlined by BCCNM. The GNIE curriculum is designed to help students achieve the program learning outcomes related to ethical practice, collaborative relationships, knowledge application, effective communication, and planning and delivering nursing care within the Canadian healthcare setting. The updated GNIE Curriculum Map for October 2024 outlines the structure and learning outcomes of the courses in the GNIE program at KPU by aligning the course learning outcomes with program learning outcomes. This curriculum map provides a comprehensive guide to the program's structure and goals, ensuring that internationally educated nurses are well-prepared for practice in Canada.

The GNIE curriculum map demonstrates a clear alignment between course learning outcomes and program learning outcomes. Each course is designed to progressively build the knowledge, skills, and attitudes needed for graduates to meet the program's overarching goals. Overall, the curriculum map illustrates a well-structured progression from introductory to advanced learning outcomes, ensuring that each course contributes to the achievement of the program's learning outcomes. This alignment ensures that graduates are equipped with the necessary knowledge, skills, and attitudes to practice as competent, ethical, and effective registered nurses in the Canadian health care system. New competencies are added and bolded each semester to reflect progression and levelling. Students must demonstrate consistent practice in each bolded competency to reflect an expansion of their practice each semester.

The program learning outcomes assessed in the curriculum assessment include:

1. Practice within the professional imperatives of knowledge-based ethical practice, responsibility and accountability, self-regulation, and provision of service to the public
2. Use patient centered principles to establish and promote collaborative relationships with clients, families, and other health care professionals
3. Apply knowledge of the physical, biological, behavioral, and nursing sciences within the legislated scope of practice for the registered nurse
4. Communicate effectively within the Canadian health care setting
5. Plan and deliver nursing care through the application of evidence, nursing process, critical thinking, and organization skills.

Each course in the program is mapped to these PLOs at various levels of complexity:

Introduced (I): Basic level or entry-level complexity-

Developing (D): Increasing level of proficiency and expanding complexity-

Advanced (A): Increasing level of independence, expertise, and sophistication-

Semester 1 courses like GNIE 1102 (Relational Engagement in Nursing Practice) introduce foundational concepts such as self-concept, cultural influences, and communication within the context of Canadian Indigenous ways of being. These introductory-level outcomes (I) support PLOs related to ethical practice, patient-centered care, and effective communication. Similarly, GNIE 1104 (Pharmacology for Nurses) develops students' understanding of drug actions, legislation, and dosage calculations, aligning with PLOs that emphasize the application of biological and nursing sciences within the registered nurse's scope of

practice. GNIE 1117 (Professional Nursing Practice 1) and GNIE 1118 (Professional Nursing Theory 1) further reinforce these PLOs by engaging students in practical and theoretical aspects of nursing care, including client assessment, safe care delivery, and understanding the Canadian health care system. Semester 2 courses continue to develop the learning outcomes, as they build on the foundational knowledge introduced in the first semester. GNIE 1218 (Professional Nursing Theory 2) and GNIE 1227 (Professional Nursing Practice 2) focus on pathophysiology, health promotion, and critical inquiry, which are crucial for planning and delivering evidence-based nursing care. The development-level outcomes (D) in these courses ensure that students are progressively enhancing their proficiency and expanding their understanding of complex nursing concepts. The emphasis on ethical principles, cultural sensitivity, and collaboration with health care teams directly supports PLOs related to ethical practice, patient-centered care, and effective communication.

Semester 3 courses continue to develop program learning outcomes, reflecting the more advanced level (A) of the course learning outcomes. GNIE 1328 (Professional Nursing Theory 3) and GNIE 1337 (Professional Nursing Practice 3) aim to advance students' knowledge and skills to a higher level of independence and expertise. The advanced-level outcomes (A) in these courses focus on leadership, community health nursing, and managing complex care situations. These outcomes align with PLOs that emphasize leadership, evidence-informed practice, and the ability to work in increasingly complex health care environments. The integration of theory and practice in these courses ensures that students are well-prepared to meet the demands of professional nursing practice in Canada.

Course Breakdown

The curriculum is divided into three semesters, each with specific courses and learning outcomes. The specific learning outcomes for each course are reported in Appendix H.

Semester 1

GNIE 1102: Relational Engagement in Nursing Practice

Relational engagement is an entry level course which facilitates student growth and awareness of themselves and others. Through self-reflection and participating in intercultural learning groups, students begin to explore the influence of culture, bias, values and lived experience within their role as a professional nurse. This course aims to build foundational skills in relational engagement, emphasizing self-awareness, cultural sensitivity, and effective communication within the nursing practice. It focuses on self-concept, cultural influences, Indigenous ways of knowing, and relational communication. The course emphasizes reflective analysis and person-centered care. It is a zero textbook cost course and uses a variety of online educational resources.

Students explore accountability and responsibility within the Canadian nursing context as they work through scenarios on professional boundaries scope of practice and communicating to solve problems. They also begin to learn about reflective practice and its importance in their professional development. Through a series of student led filming sessions, students integrate communication techniques learned in class and discuss how they demonstrated therapeutic communication during the filming or how they could improve. In addition, students practice giving and receiving constructive feedback, building both their confidence and competence, and a critical component of professional nursing. Students also spend time learning how to manage conflict and work through different possible patient-centered scenarios. They learn how to engage and lead difficult conversations and their role in problem-solving with patients and families and practicing the same through role playing and scenario-based learning.

All learning outcomes in this course are at the introductory level, focusing on basic knowledge and skills related to relational engagement and communication. This is expected, as the course is introductory level and foundational for subsequent courses in the program. Especially in relation to learning PLOs #1, #2 and

#4, students build on their foundation of therapeutic professional communication and begin to develop an understanding of what therapeutic communication feels like, sounds like, and looks like in a Canadian setting.

GNIE 1104 Pharmacology for Nurses

This course aims to provide a comprehensive understanding of pharmacology, focusing on drug forms, actions, legislation, and administration methods. It prepares nurses to effectively manage medication and understand the implications of drug therapy in clinical practice. It covers drug forms, pharmacologic actions, legislation, and dosage calculations. The course also introduces concepts like local, systemic, and therapeutic actions of drugs.

Most program and course learning outcomes in this course were mapped at the developing level, indicating an increasing proficiency and expanding complexity in pharmacologic knowledge and skills. This is attributed to the reflective aspect of this course. As students study Canadian legislation and medications, they are encouraged to examine how this information differs from their previous practice and how they will apply it. Reflection on clinical practice is an aspect of this course as well, as students study common medications encountered in medical, surgical and community contexts in a systematic format using academic sources and create resources to help them remember and apply this information in practice.

Some outcomes, such as understanding legislation and drug categories, are at the introductory level. This is reflective of the introduction of new knowledge pertaining to Canadian nursing practice standards. Students examine BCCNM medication practices and standards, drug schedules, narcotic regulation, principles of pharmacology including pharmacokinetics and pharmacodynamics throughout different life stages and health conditions and medication administration considerations and safety (including calculations). This course utilizes e-textbook at no cost to students as well as a variety of online educational resources.

GNIE 1117 Professional Nursing Practice 1

This course Introduces professional therapeutic relationships and ethical standards. The course has a clinical and lab component. It aims to build foundational skills in professional nursing practice, emphasizing client engagement, psychomotor skills, safe care, and effective time management. It prepares nurses to work collaboratively with health care teams and establish therapeutic relationships while adhering to ethical standards.

For the lab component of this course, students in the GNIE program engage in both theoretical and practical learning related to essential nursing skills, which they apply in a lab setting. They practice these skills multiple times and receive feedback from both peers and instructors to refine their techniques. Formalized feedback is provided through scheduled instructor-led evaluations that assess a combination of skills such as hand washing, physical assessment, donning and doffing personal protective equipment, administration of oral (PO), subcutaneous (SC), and intravenous (IV) medications (including primary, secondary, and direct IV), and focused assessments. A final evaluation includes two or more of these skills, along with additional procedures such as no-touch sterile dressing changes, nasogastric (NG) tube insertion and enteral feeding, and Foley catheter insertion and discontinuation. In addition to practical assessments, students receive feedback on their theoretical knowledge through written examinations. Simulation (SIM) experiences are also incorporated to provide realistic, hands-on practice that prepares

students for clinical placements. This course utilizes an e-textbook at no cost to students, as well as a variety of online educational resources.

For the clinical component of GNIE 1117, students are expected to demonstrate clinical competencies based on BCCNM standards. Instructors orient students to their clinical environment and provide essential background knowledge and support as they begin applying skills learned in the lab to real-world practice settings. As students transition into clinical practice, instructors offer ongoing assessment and constructive feedback to guide skill development. Students are expected to perform physical assessments and complete systematic evaluations of their assigned patients in accordance with unit standards, documenting their findings in a timely and accurate manner. They also conduct safety checks and Airway, Breathing, Circulation, Consciousness, Safety (ABCCS) assessments at the beginning of each shift and throughout the day. Medication administration is carried out by students who have researched the prescribed drugs and can explain their use, following institutional policies including the three checks, ten rights, and use of two patient identifiers, all in collaboration with their instructor.

Instructors work closely with students to support the acquisition of new clinical skills, communicate about patient care plans, and ensure that students are assigned patients whose conditions and care needs align with their scope of practice and learning goals. As students demonstrate mastery of previously learned skills, new skills are introduced sequentially. Reflective practice is encouraged through journaling and self-evaluation, where students assess their own performance and set SMART learning goals to guide their continued growth in clinical competence. Practice Appraisal Forms (PAFs) determine what a student can master. The competencies that need to be mastered during a specific semester are bolded so that students are clear on expectations.

Most learning outcomes in this course are at the introductory level, focusing on basic knowledge and skills related to professional nursing practice. This is likely due to the introduction of Canadian practice standards and the foundational nature of this course. Like other courses in the program, this course also includes a reflective component that encourages students to build on previous practice and build on skills acquired in their former nursing education. Some outcomes, such as providing safe client care and managing time effectively, are at the developing level, indicating an increasing proficiency and expanding complexity.

GNIE 1118 Professional Nursing Theory 1

This course aims to provide a foundational understanding of the Canadian healthcare system, including its structure, regulation, and the various influences on health and healthcare delivery. It prepares nurses to navigate the healthcare environment effectively and understand the diverse health practices and challenges within Canada. It discusses influences on health care, regulatory frameworks, and health beliefs. GNIE 1118 also applies knowledge to simulated situations and explores First Nation health practices.

In the GNIE 1118 theory class, students begin by exploring the foundations of the nursing profession, with a focus on legislation, regulation, and the roles of professional organizations. They examine the Health Canada Act and the structure of the Canadian healthcare system, as well as the Health Professions Act in British Columbia, which governs professional practice. These activities support PLO #1: practicing within the professional imperatives of knowledge-based, ethical practice, responsibility, accountability, self-regulation, and service to the public. Students also study the standards of practice and ethics by engaging with the BCCNM website, where they explore the Scope of Practice and begin building a professional portfolio.

Through small group discussions and online modules, students deepen their understanding of their responsibilities as Registered Nurses in Canada. Supporting PLO #2, students learn to use patient-centered principles to establish collaborative relationships with clients, families, and healthcare professionals. They are introduced to person-centered care and its application in nursing practice through case studies, care planning, and discussions on family dynamics in the Canadian context. Cultural competence is emphasized, particularly through the lens of trauma-informed care, as students study the experiences of Indigenous communities and complete a certification course. They further explore how to provide culturally safe care through academic research projects focused on Indigenous health. Students also examine primary healthcare, health promotion, and prevention strategies, and study the organization of the Canadian healthcare system. They learn about interprofessional collaboration and the roles of various healthcare team members, presenting their findings in class.

In alignment with PLO #3, students apply knowledge from the physical, biological, behavioral, and nursing sciences within the legislated scope of practice for RNs. They study human behavior, aging, stress, pain, and end-of-life care, including Medical Assistance in Dying (MAID), and apply this knowledge through case studies and reflective discussions.

Supporting PLO #4, students develop effective communication skills within the Canadian healthcare setting by engaging in critical inquiry, creating concept maps, and presenting case studies on health challenges such as diabetes, cardiovascular disease, and respiratory conditions. These integrated learning experiences prepare students to plan and deliver evidence-based nursing care, fulfilling PLO #5 through the application of the nursing process, critical thinking, and organizational skills in both academic and clinical settings.

Most learning outcomes in this course are at the introductory level, focusing on basic knowledge and understanding of the Canadian healthcare system, regulatory frameworks, and health influences. Some outcomes, such as explaining the impact of human responses on health and applying knowledge to simulated situations, are at the developing level, indicating an increasing proficiency and expanding complexity.

Semester 2

GNIE 1218 Professional Nursing Theory 2

This course aims to deepen the understanding of nursing theory, focusing on pathophysiology, health promotion, critical inquiry, and ethical principles. It prepares nurses to apply these concepts in practical settings, ensuring culturally sensitive and evidence-informed care.

The GNIE 1218 course is designed to support students in achieving all five Program Learning Outcomes through a comprehensive and integrated curriculum. Central to PLO #1, students are guided to practice within the professional imperatives of knowledge-based, ethical practice, responsibility, accountability, self-regulation, and service to the public. Weekly case studies challenge students to apply evidence-based knowledge and critical inquiry to plan care for individuals and families facing common health challenges in Canada. These activities encourage students to consider cultural, social, and economic factors that influence health, while emphasizing the importance of staying current with best practices and professional guidelines. Ethical practice is explored in depth over two dedicated weeks, where students examine decision-making processes that respect client dignity, rights, and autonomy. Self-regulation is also emphasized, with students encouraged to manage their professional development and adhere to BCCNM standards.

In alignment with PLO #2, students learn to use patient-centered principles to foster collaborative relationships with clients, families, and healthcare professionals. A focused week on the role of the nurse as educator teaches students how to apply teaching and learning strategies that meet diverse client needs, promote understanding, and support active participation in care. PLO #3 is addressed as students draw upon knowledge from the physical, biological, behavioral, and nursing sciences to enhance patient care. They explore anatomy, physiology, psychology, and nursing theory, applying this knowledge through case studies and interdisciplinary collaboration to develop and implement tailored care plans.

PLO #4 is supported through lessons that emphasize effective communication within the Canadian healthcare setting. Students are taught to build trust and rapport with clients and colleagues by respecting individual values and preferences, encouraging open dialogue, and involving all stakeholders in care decisions. Finally, PLO #5 is achieved through activities that develop students' ability to plan and deliver nursing care using evidence, the nursing process, critical thinking, and organizational skills. Students complete research poster presentations, online discussions, and case studies that require them to analyze, plan, and evaluate care. These experiences reinforce the importance of delivering safe, ethical, and high-quality care, while fostering a culture of excellence in nursing practice.

Most learning outcomes in this course are at the developing level, indicating an increasing proficiency and expanding complexity in understanding and applying nursing theory. This is typical of a second semester course, as it builds on the theoretical foundations introduced in GNIE 1118. Some outcomes, such as applying knowledge of pathophysiology and describing selected health challenges, are at an advanced level, indicating a higher level of independence and expertise. This is a positive finding, as the course is offered at the midpoint of the program.

GNIE 1227 Professional Nursing Practice 2

This course aims to enhance nursing skills in acute care surgical units, focusing on client assessment, nursing interventions, collaboration, and community transition. Like GNIE 1117, GNIE 1227 is comprised of a lab and clinical component, and PAFs are used to assess students in meeting clinical competencies based on BCCNM standards of practice. This course prepares nurses to apply evidence-informed practices, communicate effectively, and manage time efficiently while appreciating diversity and ensuring safe client care. It involves nursing skills, client status assessment, and collaboration with health care teams. GNIE 1227 also encompasses preparing clients for community transition and emphasizes the appreciation of diversity.

GNIE 1227 focuses on developing and applying essential nursing competencies in a simulated lab and clinical environment. Students perform select nursing skills and conduct client assessments to determine health status, learning needs, and responses to actual or potential health problems on surgical nursing units. This reinforces PLO #1 and #2 in particular. Based on these assessments and their professional knowledge, students plan, implement, and evaluate nursing interventions for two to four clients, as per PLO #3 and 5. Emphasis is placed on collaboration with healthcare team members and preparing clients and their families for transitions to community care. The course integrates evidence-informed practice and encourages effective communication with clients, families, peers, and interdisciplinary team members (PLO #4). Students are also expected to engage in reflective practice, appreciate diversity, and manage their time effectively while providing consistent, safe client care for two stable clients, as per PLO #1.

As for other courses offered in Semester 2, most learning outcomes in this course are at the developing level, indicating an increasing proficiency and expanding complexity in professional nursing practice. Some

outcomes, such as managing time effectively and providing safe client care, are at an advanced level, indicating a higher level of independence and expertise.

Semester 3

GNIE 1328 Professional Nursing Theory 3

This course aims to deepen the understanding of nursing leadership and specialized nursing areas, focusing on community health interventions, critical inquiry, and cultural sensitivity. It prepares nurses to address health disparities and utilize community resources effectively while applying ethical reasoning in diverse healthcare settings. GNIE 1318 integrates leadership, maternal/newborn, pediatric, and mental health nursing. It also explores community health interventions and health disparities.

GNIE 1328 introduces students to community nursing. The scope and roles of community nurses are reviewed and contrasted to those of acute care nurses, as per PLO #1. Students spend time discussing the importance of the community nurse's role in health promotion and disease prevention within communities. Students also consider and discuss power and ethics when interacting with vulnerable populations. For PLO #2, students look at various patient populations such as those with mental illness, maternity, and pediatrics. As students enter the course with a basic understanding of these populations, time is spent learning how the care is different in Canada. For example, students explore how autonomy, choice, and independence are foundational when caring for those with mental health challenges. Students learn about the diversity of family in Canada and the role of family in maternal care. Students also explore healthy lifestyle choices and through scenarios develop individualized patient-centered plans for promoting health and well-being.

To reinforce PLO #3, students build on their knowledge of mental illness and addiction through the CAMH (Centre for Addiction and Mental Health) modules and class discussion. They refresh the knowledge of maternal nursing care through participating in the Toronto Metropolitan Maternity Simulation series. Students also spend time refreshing and building their pediatric disease and nursing management through case studies, group learning, and scenarios. Leadership is woven through PLO #1-3. Students take time to explore common leadership styles; they reflect on the leadership traits they feel they possess, and they begin to explore how they can continue to develop their unique leadership traits.

Most learning outcomes in this course are at the developing level, indicating an increasing proficiency and expanding complexity in understanding and applying nursing theory. Some outcomes, such as describing health disparities and employing cultural sensitivity, were mapped at the introductory level, as students are introduced to areas such as mental health, pediatrics, and community for the first time in this course. This is a ZTC course as well.

GNIE 1337 Professional Nursing Practice 3

This is the final practice course in the GNIE program. It aims to deepen the understanding of nursing leadership. Students integrate knowledge and experience from their previous clinical placements while expanding their ability to work autonomously at an entry level in an acute care setting. It prepares nurses to address health disparities and consolidate their learning on acute medical units. It focuses on professional standards, evidence-informed care, and clinical decision-making. GNIE 1337 also emphasizes time management, leadership roles, and therapeutic interactions.

As this course is an advanced level practice course, PLOs #1-5 are strongly emphasized in all aspects of the course. Students are expected to demonstrate practice in accordance with the practice standards

indicated in PLO #1 and form collaborative relationships as per PLO #2. The application of knowledge from theoretical coursework and previous clinical practice is expected of students in making clinical decisions in the clinical setting, as per PLO #3 and #5. At this point in the program, PLO #4 is also expected to be evident, as students are expected to be able to communicate verbally and in writing in an effective manner.

If any changes are necessary to the CLOs of the courses in the GNIE program as a consequence of the recommendation based on analyzing the GNIE course structure, content, and scheduling, adjustments will be made to the IDA of the curriculum map. A gaps, redundancies, or misalignments analysis will be carried out to make changes to the curriculum.

Student, Alumni, Faculty and Discipline Sector Feedback Regarding GNIE Curriculum

Through curriculum mapping and evaluation, as noted above, the GNIE curriculum currently supports comprehensive fulfillment of PLOs and CLOs with increasing levels of complexity throughout the program. There are, however, common themes which have arisen in feedback regarding room for improvement in curricular design. For example, narrative feedback from each group surveyed indicated that multiple respondents believed that students would benefit from increased clinical contact hours in the program (Appendices F, G, H, I). Another theme which arose in student, alumni and faculty narrative feedback was the heaviness of semester one (Appendices F, G, I). This finding is not surprising, given the credit hours for each semester. As noted in section 1.3, there are 19 credit hours in semester one, while semester 2 only has 13. It is also necessary for GNIE 1102 and GNIE 1104 to occur in the first semester, given the fact that students must apply knowledge gained in these courses during their semester one clinical. It is recommended that faculty seek to problem solve to seek to ameliorate this issue.

Recommendations

- Examine GNIE course structure, content, and scheduling to look for ways to improve balance of workload throughout each semester and decrease content saturation while maintaining the ability to meet PLO and CLO targets-
- Examine the possibility and advisability of re-allocating curricular hours within GNIE 1117 and GNIE 1227 from lab to clinical practice (while maintaining current credit.)

3. Program Relevance and Demand

3.1. Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

The GNIE program's learning outcomes are clearly aligned with current healthcare demands, equipping graduates with the competencies needed for safe, effective, and culturally competent nursing practice in Canada. During the GNIE curriculum mapping process, the program's learning outcomes were found to be highly relevant to the current demands of the nursing profession. The curriculum map clearly illustrates how course learning outcomes align with and support the achievement of these PLOs. Each course is intentionally structured to build progressively on students' knowledge, skills, and professional attitudes, guiding them from foundational concepts to more advanced competencies. This structured progression ensures that every course contributes meaningfully to the program's overall goals. As a result, graduates are well-prepared to enter the Canadian healthcare system as competent, ethical, and effective registered nurses.

Furthermore, the findings from the GNIE Program Review Survey clearly indicate that the program's learning outcomes are highly relevant to the current needs of the nursing discipline and healthcare sector. Students overwhelmingly affirmed the program's alignment with their career goals, with 84% strongly agreeing that the curriculum is relevant and 13% somewhat agreeing (Appendix F). They reported significant development in key competencies such as ethical practice, patient-centered care, communication, and critical thinking. Practical application through clinical placements and simulation labs was also highly valued, with 77% strongly agreeing that they had sufficient opportunities to reinforce their learning. Overall, students found the PLOs well-targeted to support ethical practice, communication, critical thinking, and patient-centered care.

Faculty responses echoed this sentiment, with 83% strongly agreeing that the curriculum meets the needs of the discipline (Appendix E). They emphasized the program's adherence to BCCNM standards, its integration of evidence-based practice, and its focus on cultural competency. Faculty also suggested enhancements such as increased simulation-based learning, incorporation of electronic charting, and leadership training to further align with industry trends. All faculty rated key PLOs (e.g., evidence-based care, communication, collaborative relationships) as "very relevant" or "essential."

Sector representatives, primarily from acute care settings, confirmed the importance of the program's learning outcomes, as 100% of employer respondents considered the core PLOs either "very important" or "essential" (Appendix I). They emphasized the need for strong ethical foundations, patient-centered communication, and critical thinking—all of which are addressed by the program. Sector feedback highlighted the need for strong critical thinking, communication skills, and familiarity with Canadian healthcare systems. However, they also noted a desire for longer practicums to better prepare graduates for the realities of acute care environments.

Alumni feedback (Appendix A) further reinforced the program's relevance, with over 90% rating the learning outcomes as very relevant to their careers and rated all five core PLOs (ethical practice, collaboration, communication, clinical knowledge, and care planning) as "very relevant" to their current roles in Canadian healthcare. A significant majority (88%) are employed in nursing roles, and 69% hold full-time positions. Alumni praised the program for bridging international experience with Canadian standards and emphasized the value of clinical exposure. Suggestions for improvement include more NCLEX preparation, extended practicum, and opportunities for night shift and specialty unit experience.

Overall, the GNIE program demonstrates strong alignment with the evolving needs of the nursing profession in Canada, effectively preparing internationally educated nurses for successful integration into the healthcare workforce. As previously noted, many survey respondents indicated that students would benefit from increased clinical hours. Additionally, the known issue of NCLEX preparation was once again identified.

Does the program have the connections to the discipline/sector needed to remain current?

The GNIE program at KPU demonstrates strong and meaningful connections to the nursing discipline and healthcare sector, which help ensure it remains current and responsive to industry needs. From the sector/employer perspective, 84% of respondents reported being either “somewhat satisfied” or “very satisfied” with the opportunities to stay connected to the program (Appendix I). Employers emphasized the importance of continued engagement and suggested strategies such as regular information-sharing sessions, meet-and-greets, and feedback opportunities to strengthen collaboration. Currently representatives from health authorities and BCCNM meet with semester 3 students near the end of their term. Updates from health authorities are often shared through the Dean’s office and practice changes via the Clinical Placement Coordinator. Regular communication with BCCNM ensures RN regulation updates are conveyed to the program. The Program Chair also liaises with health authority placement coordinators on hiring and recruitment.

Faculty feedback provided in the program review survey (Appendix E) also highlighted the program’s alignment with current healthcare standards and practices. Faculty noted that the curriculum is regularly updated to reflect new tools and information from partner health authorities and that the program is recognized by the BCCNM and is accredited by CASN and 83% strongly agreed the curriculum is relevant to the needs of the discipline. This ongoing collaboration with regulatory and professional bodies seeks to ensure that the program remains aligned with evolving expectations in nursing education and practice.

Alumni responses (Appendix A) further support the program’s sector connectivity. A significant majority (87%) agreed that the program provided opportunities to connect with potential employers, and 88% reported being employed in a field related to their studies. Alumni also suggested initiatives such as mentorship programs, alumni panels, and networking events to enhance ongoing engagement between graduates and the program.

In summary, the GNIE program maintains strong connections with the healthcare sector through active collaboration with employers, alignment with regulatory standards, and engagement with alumni. These connections are essential for keeping the curriculum relevant and ensuring that graduates are well-prepared for the demands of the Canadian healthcare system.

Does the program include appropriate Indigenous content?

While the GNIE program includes Indigenous content, there is room for improvement in terms of deeper integration and expanded coverage to better prepare students for working with Indigenous populations in the Canadian healthcare system. Overall, emphasis is placed on cultural sensitivity and understanding the unique health concerns and preferences of different demographic groups, including Indigenous populations. The program includes content on Indigenous health practices and awareness, aiming to integrate cultural competency into nursing education.

During the curriculum mapping process, some faculty suggested the need for deeper integration of Indigenous health practices and awareness into the curriculum. Other faculty felt that Indigenous content

had successfully been integrated throughout the program, noting that it is seeded throughout courses each semester. For example, in GNIE 1102, students explore “Canadian Indigenous ways of being and knowing in communication,” in GNIE 1118, students explore “common health beliefs and practices of Canada’s Aboriginal populations,” in GNIE 1218, students “employ cultural sensitivity when planning care for individuals within the context of the multicultural Canadian society, including Aboriginal populations,” and, in GNIE 1328, students examine “the origins of health disparities for vulnerable populations including Aboriginal people.” As each course progresses, the depth of analysis increases, so that while Indigenous content is focused on at an introductory level in the first semester, by semester three, it is examined at an advanced level. Additionally, Indigenous content is included in each semester’s clinical evaluation form, calling attention to the necessity that students “acquire knowledge of the Calls to Action of the Truth and Reconciliation Commission of Canada,” and “advocate for the use of Indigenous health knowledge and healing practices in collaboration with Indigenous healers and Elders consistent with the Calls to Action of the Truth and Reconciliation Commission of Canada.”

Based on the GNIE Program Review Survey results, there is limited evidence to suggest that the program includes comprehensive Indigenous content. While the program is praised for its strengths in cultural competency and preparing internationally educated nurses for the Canadian healthcare system, only one graduate comment explicitly mentions Indigenous content, stating: “more mental health and Indigenous awareness.” Additionally, there is no mention of Indigenous content in the faculty or sector feedback, nor is it listed among the program’s formal strengths or learning outcomes. In examining survey questions posed, there were not questions which specifically examined the integration of Indigenous content through the GNIE program. It is possible that better information gathering on this topic could yield improved results. Additionally, further curricular review could assist in examining the quality and comprehensiveness of Indigenous content inclusion within the GNIE program.

3.2. Faculty Qualifications and Currency

What is the collective expertise available to deliver the program?

Of the regular faculty, two faculty members have advanced certification as Nurse Practitioners, and one faculty member has a PhD in Nursing Education. One faculty member is a representative for BC on the national committee of Partners in Integration and Education of IENs. Other faculty members also regularly attend this committee’s yearly conference that brings together educators and employers of IENs from across Canada. One GNIE faculty member serves as a senator at KPU for FOH and two faculty members serve the role of Student Support Liaison. Student Support Liaisons have extensive experience in facilitating student learning and remediation for students struggling in clinical in all FOH programs. One faculty member is currently a Lab Coordinator and Simulation Coordinator for all nursing-based programs in the FOH. Additionally, some faculty members have specialized training in a diverse range of nursing specialties, including acute care, perinatal and pediatric nursing, as well as education and experience in international nursing. All faculty are registered nurses and members of BCCNM. The program is accredited by BCCNM, so faculty promote adherence to BCCNM standards and current trends in nursing practice.

Faculty members are experienced in teaching IENs and bring real-world clinical expertise to the classroom. Faculty collaborate to continuously update and improve the curriculum, integrating new tools and information from partner health authorities. The program integrates theoretical knowledge with practical application, ensuring a progressive build-up of skills from theory to lab to clinical practice, and the instructors play a key role in facilitating this transition. As per student feedback, instructors are described as supportive, knowledgeable, and dedicated, contributing to both academic and practical success. Clinical instructors are experienced nurses who provide hands-on training and mentorship in various

healthcare settings. Faculty in the clinical setting emphasize skills mastery, clinical decision-making, and critical thinking, promoting patient safety and quality of care.

Faculty workload in the GNIE program at KPU is structured according to general university policies and the collective agreement between KPU and the Kwantlen Faculty Association. The Dean's office is primarily responsible for assigning workloads. While specific workloads may vary, faculty members typically balance a combination of teaching, clinical supervision, and administrative responsibilities. Faculty are assigned the same courses from semester to semester, when possible, to support continuity and ensure that students' learning is being facilitated by faculty with expertise in their applicable courses. The program spans three full-time semesters and includes classroom instruction, lab work, and clinical placements, which require faculty to engage in both on-campus and off-site teaching. Clinical supervision, in particular, is a significant component, as faculty must oversee students in various healthcare settings across the Lower Mainland. In addition to teaching, faculty are also expected to participate in faculty meetings, curriculum development, student advising, and professional development activities. Course assignments and workload distribution are influenced by faculty expertise, program needs, and institutional guidelines.

Collectively, does the department have the expertise needed to deliver the curriculum?

Overall, the GNIE program is delivered by a team of knowledgeable and experienced faculty and clinical instructors who provide a supportive and collaborative learning environment. The program's structure and accreditation ensure that students receive a comprehensive education that prepares them for professional nursing practice in Canada.

According to the Student Survey for Program Review, instructional quality was an area of strength, with 87% of students expressing high satisfaction. Instructors were described as knowledgeable, supportive, and effective in bridging the gap between international and Canadian healthcare contexts. The program also successfully fosters the development of essential skills such as critical thinking, communication, and collaboration, which are crucial for professional practice in Canada (Appendix G).

3.3. Student Demand

Who takes the program?

The GNIE Re-Entry Program is taken by internationally educated nurses who are seeking to become registered nurses in British Columbia, Canada. According to the student survey results, many participants (65%) enrolled in the program to prepare for a specific career or job (Appendix F). Many respondents indicated that their main goal was to meet the registration requirements set by BCCNM.

Students in the program have prior nursing education and experience from outside Canada and are looking to bridge the gap between their previous education and the standards of the Canadian healthcare system. The program helps them gain the necessary clinical skills, regulatory knowledge, and cultural competence to practice safely and effectively in Canadian healthcare settings.

Over the past five academic years, the program has maintained a relatively stable student headcount, ranging from 173 to 191 students annually. The majority of students enrolled in the program are women, consistently comprising 80% to 87% of the student population. While specific data on students' age is not

available for GNIE students, comparisons with the broader Faculty of Health indicate that GNIE students are generally older and more likely to be internationally educated, as the Faculty of Health had a decreasing percentage of students aged 22 or younger (from 31% in 2019/20 to 12% in 2023/24) and a small but growing proportion of international students (from 1% to 3%) (Appendix J). As the program is a nursing re-entry program, it is not likely that many students are under 22 years of age. These trends suggest that the GNIE program serves a unique demographic within the faculty, characterized by mature, predominantly female students with international nursing backgrounds.

	2019/20	2020/21	2021/22	2022/23	2023/24
<i>Student Headcount</i>	177	174	173	191	181
% Women	86%	87%	86%	83%	80%
% 22 years or younger	-	-	-	-	-
% International	-	-	-	-	-

Table 6: Demographic Profile of GNIE Program Students by Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
<i>Student Headcount</i>	661	683	600	589	621
% Women	86%	85%	85%	82%	79%
% 22 years or younger	31%	29%	28%	20%	12%
% International	1%	1%	1%	2%	3%

Table 7: Demographic Profile of Faculty of Health Students by Academic Year

Is demand for the program sustainable?

The demand for international nurses in British Columbia (B.C.) is currently very high, driven by ongoing healthcare staffing shortages and a strong push from the provincial government to attract skilled professionals from abroad. In recent years, B.C. has taken significant steps to streamline the licensing process for internationally educated nurses, reducing application wait times from several months to just a few days. This change is part of a broader effort to address critical gaps in the healthcare system, particularly in emergency departments and rural communities. To support this initiative, the province launched a major recruitment campaign in early 2025, targeting internationally educated healthcare professionals. As of mid-2025, more than 1,600 individuals have expressed interest in relocating to B.C., including over 500 nurses (Government of British Columbia, 2025).

Additionally, the B.C. government has committed \$4 billion in its 2025 budget to strengthen the healthcare system, with a significant portion allocated to hiring and retaining healthcare workers. These efforts reflect a strong and sustained demand for international nurses, making it an opportune time for qualified professionals to consider a move to British Columbia (Government of British Columbia, 2025, para 3).

The GNIE Re-Entry Program at KPU demonstrates strong relevance and effectiveness in preparing internationally educated nurses for integration into the Canadian healthcare system. According to the student survey results, the primary motivation for enrolling in the program was to prepare for a specific career or job, with many students specifically aiming to meet the BCCNM registration requirements. This aligns with the broader provincial demand for qualified nurses and highlights the program's role in addressing workforce shortages.

The demand for the GNIE program appears to be sustainable and growing. Over the past five academic years, the program has maintained a stable and slightly increasing student headcount, including new and returning students, rising from 173 in 2021/22 to 191 in 2022/23, before slightly decreasing to 181 in

2023/24. This represents an overall 22% increase in headcount since 2019/20. In contrast, the total headcount for the Faculty of Health declined by 6% over the same period, highlighting the GNIE program's relative strength in attracting and retaining students. Additionally, enrolment trends in similar GNIE programs across other BC public post-secondary institutions have also shown growth, with student numbers increasing from 32 in 18/19 to 137 in 2022/23. These trends suggest a sustained and increasing demand for the GNIE program, supported by its relevance to internationally educated nurses seeking re-entry into the Canadian healthcare system. Furthermore, the program has maintained high fill rates—ranging from 79% to 98% across recent terms—and there is no notable unmet demand, indicating that the program is effectively managing its capacity while meeting student interest (Appendix J).

The curriculum is widely regarded as relevant and effective, with 84% of respondents strongly agreeing that it aligns with their career goals. Additionally, 71% of students reported being very satisfied with the curriculum. Students praised the program for its comprehensive approach, which includes both theoretical instruction and practical experience through clinical placements and simulation labs. These components were seen as essential in helping students adapt to Canadian nursing standards and practices (Appendix G).

Furthermore, 77% of students strongly agreed that they had sufficient opportunities to apply their learning in practical settings, particularly through practicum experiences (Appendix F). This hands-on training is vital for building confidence and competence in real-world healthcare environments. Overall, the GNIE program is viewed as a well-structured and impactful pathway for internationally educated nurses seeking to transition into the Canadian healthcare workforce.

The demand for the GNIE (Graduate Nurse Internationally Educated) Re-Entry Program appears to be sustainable, based on comprehensive feedback from students, alumni, faculty, and healthcare sector representatives. The program addresses a critical need in British Columbia's healthcare system by equipping IENs with the skills, knowledge, and regulatory understanding required to practice safely and effectively in Canada. Faculty overwhelmingly agree that the curriculum is relevant to the needs of the discipline, with 67% strongly agreeing that it prepares students for careers in the sector (Appendix E). They also noted that the program's learning outcomes—such as ethical practice, patient-centered care, and communication—are highly aligned with current healthcare demands.

Alumni feedback reinforces this perspective, with 88% employed in nursing roles and 74% strongly agreeing that the program prepared them well for entry-level jobs (Appendix A). Students and alumni consistently praised the program's clinical placements, simulation labs, and supportive instruction, which help bridge the gap between international training and Canadian practice. Sector representatives also confirmed that GNIE graduates meet essential workplace expectations, although they suggested extending practicums to enhance readiness.

The program's adaptability, strong faculty collaboration, and commitment to continuous improvement—such as integrating more simulation-based learning and updating instructional methods—further supports its long-term viability. If the program continues to evolve with healthcare trends and maintains strong ties to industry needs, the demand for GNIE is likely to remain robust and sustainable.

Does the program have the capacity to meet demand?

The GNIE (Graduate Nurse Internationally Educated) Re-Entry Program is highly regarded for its curriculum, instruction, regulation, and alignment with healthcare sector needs. It has demonstrated a strong capacity to meet student demand effectively. Over multiple academic terms, the program has

maintained high fill rates, ranging from 79% to 98%, indicating that most available seats are being utilized efficiently. Importantly, there is no notable unmet demand, as evidenced by the absence of significant waitlists at the stable enrolment dates across recent terms (Appendix J). This suggests that students are generally able to enroll in the courses they need without delays, supporting timely progression through the program. Additionally, the program’s class sizes, while smaller than the university average, are consistent with the specialized and intensive nature of nursing education, which prioritizes safety and hands-on learning. These factors collectively indicate that the GNIE program is well-structured to accommodate current demand while maintaining high educational standards and student satisfaction.

However, there are also signs of strain which could impact the ability of the program to maintain quality and growth. Faculty (Appendix E) noted challenges such as outdated resources on learning platforms, especially limited integration of modern healthcare technologies (e.g., electronic charting systems), and the need for more simulation-based learning. Moreover, suggestions to restructure the clinical schedule—such as consolidating clinical hours into more immersive blocks or expanding clinical placements—reflect a need to optimize how existing capacity is used. These changes, while beneficial, would likely require additional staffing, scheduling flexibility, and possibly more clinical placement sites.

In summary, while the GNIE program currently delivers high-quality education and support, its ability to scale and meet increasing demand may be constrained by resource limitations and structural inefficiencies. Addressing these areas proactively will be essential to ensure the program can continue to serve the growing population of internationally educated nurses seeking licensure in British Columbia.

	Unmet Demand	Fill Rate
Summer 2024	-	92%
Spring 2024	-	88%
Fall 2023	-	79%
Summer 2023	-	91%
Spring 2023	-	84%
Fall 2022	-	98%
Summer 2022	-	96%
Spring 2022	-	92%
Fall 2021	-	95%
Summer 2021	-	97%
Spring 2021	-	95%
Fall 2020	-	97%

Table 8: Unmet Demand at the Stable Enrollment Demand

Does the program have effective outreach to ensure demand?

The GNIE Administrative Data Report does not explicitly detail outreach strategies used to promote the program or attract prospective students. However, the consistent and growing enrollment figures, along with high student satisfaction and strong employment outcomes, suggest that the program is effectively reaching its target audience—internationally educated nurses seeking re-entry into the Canadian healthcare system. According to the report, 97% of graduates are employed and 100% of graduates find their education to be useful in their current occupation. The report indicates that word-of-mouth, professional networks, and the program’s reputation may play a significant role in sustaining demand as

well (Appendix J). While formal outreach efforts are not documented in the report, the program's strong performance metrics imply that it maintains a visible and attractive presence among its intended demographic.

The GNIE program at KPU has some outreach mechanisms in place, as well as a public relations department at the University. KPU hosts information sessions for prospective students, where they provide details about admission requirements, application processes, and the competencies needed to work as a registered nurse in British Columbia. These sessions are a valuable tool for engaging potential applicants and clarifying expectations.

BCCNM provides information on pathways for IENs in BC to enter nursing practice and also provides web resources. Additionally, the GNIE program maintains a dedicated webpage with detailed program information, including intake dates, curriculum structure, and eligibility criteria. This online presence helps inform and attract applicants, especially those already researching re-entry pathways.

KPU's public relations department deals with targeted marketing campaigns, partnerships with international nursing organizations, alumni ambassador programs, or multilingual resources to reach diverse communities. The program also limits applications to Canadian citizens and permanent residents, which narrows the recruitment pool and may reduce the need for international outreach. BCCNM also plays a crucial role in IEN recruitment for BC.

In summary, while the GNIE program does provide essential information and support for prospective students, expanding outreach through community engagement, alumni networks, and digital marketing could help ensure a steady pipeline of qualified applicants and further strengthen the program's sustainability.

Recommendations

- Examine opportunities to increase clinical hours throughout the program within the current credit and contact hours
- Continue to integrate and expand simulation-based learning opportunities within the program
- Examine and assess the quality and comprehensiveness of Indigenous content throughout the GNIE program by employing improved data collection and further curricular review and make recommendations to address identified gaps

4. Effectiveness of Instructional Delivery

4.1. Instructional Design and Delivery of Curriculum

Are appropriate opportunities provided to help students acquire the PLOs?

The GNIE program offers a wide range of opportunities that support students in achieving the intended learning outcomes. At the core of the program is a comprehensive curriculum that integrates theoretical knowledge with practical application. This structured approach ensures a progressive development of skills, beginning with foundational theory, advancing through simulation labs, and culminating in real-world clinical practice. This progression allows students to build confidence and competence at each stage of their learning journey. Careful curriculum mapping which indicates that the current GNIE program curriculum meets PLOs has been completed by the curriculum committee. This curriculum mapping has been further assessed and verified by both 2022 CASN and 2023 BCCNM reviews.

The GNIE program review survey results demonstrate that the program provides appropriate and effective opportunities for students to acquire the Program Learning Outcomes. Feedback from students, faculty, and alumni consistently supports this conclusion. Students reported high levels of satisfaction with their ability to achieve the PLOs, with 73% to 87% indicating that the courses helped them develop each outcome to a large extent. For example, 87% felt the program helped them largely develop patient-centered principles. Furthermore, 83% noted sturdy growth in nursing care planning. Ethical practice and effective communication were also well-supported, with 73% of students acknowledging improvement in these areas. Of the students surveyed, 80% of students felt confident in their ability to apply knowledge in clinical settings, indicating that the curriculum successfully bridges theory and practice. Students particularly valued the practice components of the program, such as simulation labs and clinical placements, with 93% stating that the practicum experience significantly contributed to their learning. Additionally, 77% strongly agreed that they had sufficient opportunities to apply their learning in real-world settings (Appendix F).

Faculty (Appendix E) echoed this sentiment, with 100% affirming that students developed ethical practice competencies, and over 92% agreeing for the remaining outcomes. Faculty highlighted the integration of theory, lab, and clinical experiences, and case-based learning and simulations as key strategies for reinforcing student learning.

Alumni feedback (Appendix A) further validated the program's effectiveness, with 75% to 83% stating that the program helped them achieve the PLOs to a considerable extent. They emphasized the importance of clinical practicums and simulation-based learning in preparing them for the Canadian healthcare environment. Many alumni credited the program with helping them transition successfully into professional nursing roles in Canada.

In summary, the GNIE program offers a well-rounded and practical educational experience that effectively supports students in achieving the intended learning outcomes. The alignment of perspectives across current students, faculty, and alumni underscores the program's strength in this area.

Are appropriate experiential learning opportunities provided to help student acquire the learning outcomes?

The GNIE program provides appropriate experiential learning opportunities that support students in achieving the program's learning outcomes. The program includes simulation labs and nursing skills labs, which are highly rated by students—95% and 97% of whom, respectively, report being satisfied or very satisfied with these facilities (Appendix F). These labs offer hands-on, practical training in a controlled environment, allowing students to develop clinical competencies, enhance decision-making, and build confidence in managing complex healthcare scenarios. Additionally, the program includes diverse clinical placements that expose students to a variety of healthcare settings and current practices in Canada. This real-world experience is crucial for internationally educated nurses as it helps bridge the gap between prior training and the expectations of the Canadian healthcare system. The combination of simulation-based learning, skills labs, and clinical placements ensures that students are well-prepared to meet the demands of professional nursing practice and successfully achieve the intended learning outcomes.

The program offers a range of experiential learning opportunities that are essential for bridging the gap between previous nursing education and the expectations of the Canadian healthcare system. Clinical placements form a core component of this experiential learning, providing students with hands-on experience in various hospital settings. These placements expose students to diverse units, including medicine and surgery, allowing them to gain a broad spectrum of clinical experience and better understand the Canadian context of nursing practice.

Lab sessions further support skill development through simulation-based learning. These sessions are conducted in controlled environments that replicate real hospital settings, enabling students to practice and refine their clinical skills. Simulation labs enhance students' decision-making abilities and build their confidence in managing complex scenarios. The realistic nature of these labs helps students become familiar with hospital equipment and procedures, making the transition to actual clinical environments smoother.

The program is designed to integrate theory with practice through a comprehensive and structured curriculum. This approach ensures that students can apply theoretical knowledge in practical settings, progressing from classroom learning to lab simulations, and finally to clinical placements. Such a structure promotes mastery of skills and instills confidence in students as they prepare for professional practice. A strong emphasis is placed on aligning the program with Canadian healthcare standards. Students are educated in Canadian protocols, nursing ethics, communication strategies, and cultural sensitivity, all of which are essential for effective practice in Canada. Additionally, the program prepares students for licensure exams such as the NCLEX-RN, ensuring they meet the regulatory requirements for becoming registered nurses in Canada.

The program's strengths lie in its comprehensive preparation of IENs, supportive learning environment, and its ability to build student confidence through the integration of theory, lab, and clinical practice. Overall, the GNIE program is well-regarded for its comprehensive curriculum and effective preparation of internationally educated nurses for practice in Canada. The experiential learning opportunities provided are aligned with the program learning outcomes, ensuring students are well-prepared for their careers. The GNIE program at KPU provides robust and appropriate experiential learning opportunities that effectively support students in acquiring the intended learning outcomes. According to the program review survey, students consistently reported **high** levels of satisfaction with the hands-on components of the curriculum. Notably, 93% of students indicated that the practicum experience contributed significantly to their learning, while 80% found group clinical experiences to be highly

beneficial. High-fidelity simulations and psychomotor labs were also well-received, with 67% and 60% of students, respectively, stating these experiences enhanced their learning (Appendix F).

Faculty feedback provided in the program review survey (Appendix E) reinforces this perspective, highlighting the program's deliberate integration of theory, lab work, and clinical practice. Faculty members emphasized the use of simulation-based learning and case-based scenarios to mirror real-world healthcare environments, thereby fostering critical thinking and clinical decision-making skills.

Alumni echoed these sentiments, with 86% affirming that practicum experiences played a significant role in their learning and 83% valuing the group clinical experiences (Appendix A). Many alumni credited these experiential components with helping them transition effectively into the Canadian healthcare system and professional nursing roles.

In summary, the GNIE program's experiential learning opportunities—ranging from simulation labs to clinical placements—are not only appropriate but essential. They provide students with the practical skills and contextual understanding needed to meet program learning outcomes and succeed in the Canadian healthcare environment.

Are appropriate opportunities provided to help students acquire the essential skills?

As noted previously in section 2.2, the GNIE program prepares its students well to meet [PSFSMAEST](#) goals. Because the mandate of the GNIE program is to equip IENs to meet the requirements of registered nurses in Canada, it is important that the program provides appropriate opportunities to help students acquire the skills essential to a newly graduated Canadian nurse. Accordingly, the GNIE program structure aims to equip nurses to meet the entry level competencies set out by the BCCNM in 2020. These entry level competencies include the roles of clinician, professional, communicator, collaborator, coordinator, leader, advocate, educator, and scholar (BCCNM, 2021a). In 2020, clinical evaluation forms reflected student's abilities to meet BCCNM standards of practice and included only the faculty perspective. Following the dissemination of these updated entry level competencies in the fall of 2020, the GNIE curriculum committee developed and adopted new clinical evaluation forms in which integrated each competency in the spring of 2023. During each clinical placement, instructors and students seek learning opportunities and evaluate student practice at increasing levels of competence in each essential nursing role. Student perspective was included in their analysis of how they met BCCNM standards of practice and the formulation of SMART goals to expand their practice. By completion of the program, students who achieve mastery in clinical must be able to consistently demonstrate the skills necessary to fulfill each nursing role at an entry-to-practice level as well as provide a thoughtful analysis of how they are meeting BCCNM standards of practice.

The program review survey results further indicate that the program supports the development of essential academic and professional skills. A majority of students—ranging from 70% to 80%—reported that the program helped them improve in areas such as writing, speaking, reading comprehension, critical thinking, problem-solving, and independent learning. Notably, 79% felt they had become more effective in working with others, a crucial skill in collaborative healthcare environments (Appendix F).

Opportunities to help students acquire essential skills are supported by a variety of learning opportunities embedded within the program. The curriculum is comprehensive, integrating theoretical knowledge with practical application through a structured progression from classroom instruction to lab simulations and clinical practice. Practical application was generally viewed as being an area of strength in the program

review surveys. About 77% of students strongly agreed that they had sufficient opportunities to reinforce their learning through hands-on experiences (Appendix F). Clinical placements in diverse healthcare settings—such as medicine, surgery, and cardiac units—allow students to apply their learning in real-world environments. Simulation labs and hospital exposure further enhance students’ decision-making abilities and build confidence in managing complex clinical scenarios. Practicums provide extended clinical practice, helping students refine their practical skills and gain confidence.

The program also fosters a supportive learning environment. Instructors and staff are described as approachable, knowledgeable, and understanding of the unique challenges faced by internationally educated nurses (IENs). Student support is also available through SSL and the Early Alert program. Faculty noted that the curriculum incorporates collaborative learning, case-based discussions, and real-world scenarios that promote critical thinking and problem-solving (Appendix E). Alumni echoed the value of these experiences, emphasizing how the program prepared them to communicate effectively, work in teams, and adapt to the demands of the Canadian healthcare system (Appendix A).

As noted in sections 2.3 and 3.3, narrative feedback from students, alumni, faculty, and sector surveys all indicate that students would benefit from increased clinical hours. Some suggested seeking to improve the balance between theory and clinical time to allow for more hands-on experience (Appendices F & I). Additionally, faculty, student and alumni feedback narrative feedback highlights the fact that students would also benefit from increased SIM learning opportunities and updates in some equipment/supplies in the nursing lab (Appendices F, G, I).

In summary, the GNIE program offers a comprehensive learning environment that fosters the acquisition of essential skills through a blend of theoretical instruction and practical application. This ensures that graduates are well-equipped to meet the expectations of the nursing profession in Canada. Despite these strengths, opportunities for improvement have been noted in feedback from multiple sources.

Does the program design ensure students are prepared for subsequent courses?

The GNIE program is thoughtfully designed to ensure that students are well-prepared for subsequent courses through a structured and progressive curriculum. The program integrates foundational knowledge with practical application, allowing students to build on their skills and understanding as they advance. High student success rates—evidenced by a 0% DFW (D, F, or withdrawal) rate—indicate that students are not only passing their courses but doing so consistently, which reflects effective preparation for future coursework (see Appendix J). Additionally, the use of simulation labs, nursing skills labs, and clinical placements provides experiential learning that reinforces theoretical concepts and prepares students for more complex clinical scenarios in later stages of the program. The alignment between instructional delivery and essential skill development—such as critical thinking, communication, and problem-solving—further supports students’ readiness for advanced coursework. This cohesive and supportive learning environment ensures that students are equipped with the knowledge and

competencies needed to progress confidently through the program.

Cumulative Grade Distribution for Department Courses

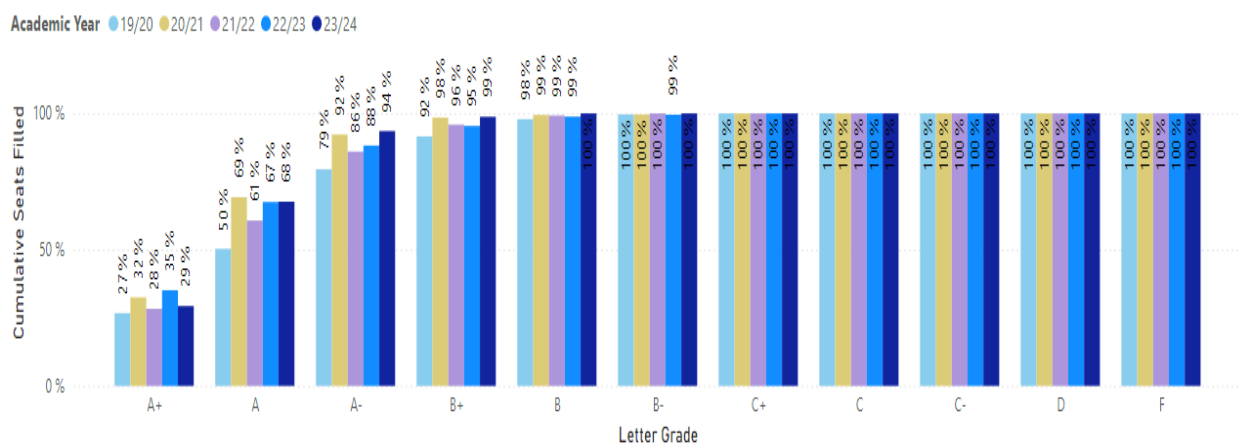


Figure 1: Cumulative Grade Distribution for GNIE Courses from AY 19/20 to AY 23/24

Cumulative Grade Distribution for Faculty Courses

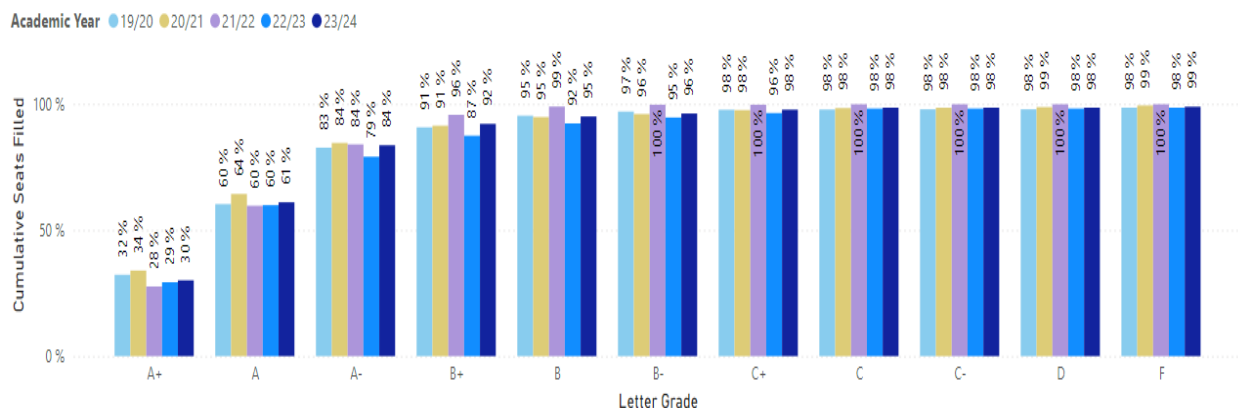


Figure 2: Cumulative Grade Distribution for Faculty of Health 1st year Undergraduate Courses from AY 19/20 to AY 23/24

The GNIE program is designed with a comprehensive curriculum that integrates theoretical knowledge with practical application, ensuring a progressive development of nursing competencies. The structure of the program allows students to build their skills gradually, moving from foundational theory to hands-on practice in labs and clinical settings. This thoughtful design ensures that essential nursing areas are thoroughly covered, and students are well-prepared for the demands of professional practice.

A key strength of the program is its emphasis on sequential skill development. Foundational skills are introduced early in the program, with lab sessions scheduled before clinical placements to ensure students are adequately prepared. This integration of theory and practice helps consolidate learning and equips students with the confidence and competence needed for subsequent courses. Clinical placements in diverse healthcare settings further enhance students' readiness by providing real-world experience and

exposure to various patient care scenarios. The program also fosters a supportive learning environment, with knowledgeable instructors and a strong student-to-instructor ratio that promotes academic success and builds student confidence.

The curriculum is closely aligned with BCCNM standards and incorporates the entry-level competencies required for nursing practice in the province. It emphasizes a competency-based approach, focusing on skills mastery, clinical decision-making, and critical thinking. This approach supports patient safety and promotes high-quality care, aligning with the expectations of the Canadian healthcare system.

Overall, the GNIE program design effectively prepares students for subsequent courses by providing a comprehensive, structured, and supportive learning environment that progressively builds essential skills and competencies. The program is designed to ensure that students are well-prepared for subsequent courses. According to the program review survey, a significant majority of students—60% strongly agreed and 37% somewhat agreed that the prerequisites offered in the program adequately prepared them for more advanced coursework (Appendix F). This indicates a high level of confidence among students in the program's course sequencing and foundational instruction.

The program's structure, which integrates theory, lab work, and clinical practice across progressive terms, supports a logical and cumulative learning experience. Faculty feedback reinforces this, noting that the curriculum is intentionally scaffolded to build on prior knowledge and skills. This design helps students transition smoothly from foundational concepts to more complex clinical applications.

Alumni responses also suggest that the program's design effectively supports academic progression. Many alumni reported feeling confident and well-prepared for both advanced nursing roles and further education after completing the program (Appendix A).

In summary, the GNIE program's course design and prerequisite structure are effective in preparing students for subsequent learning, ensuring a coherent and supportive academic journey.

Does instruction meet the needs of diverse learners?

Summary of Instruction Meeting the Needs of Diverse Learners in GNIE Program

The GNIE program is recognized for several key strengths that contribute to a positive and effective learning experience for IENs. One of the most frequently cited strengths is the quality of instruction. Faculty members are described as knowledgeable, supportive, and experienced, offering practical insights and using interactive teaching methods that engage students. Small class sizes further enhance this dynamic, allowing for more personalized instruction and meaningful interaction. The program fosters a supportive environment where instructors are approachable and empathetic to the unique challenges faced by IENs, including cultural adaptation and language barriers.

Cultural competency is a central focus of the program, with an emphasis on professional communication and working effectively with diverse patient populations. Students benefit from targeted support in developing their English language proficiency, medical terminology, and patient interaction skills. The program also maintains a favorable student-to-instructor ratio—such as 1:7 in clinical settings—which allows for individualized guidance and mentorship. Additionally, there is recognition of the need for flexible learning options, particularly in clinical placements and scheduling, to accommodate students with families and other responsibilities.

Overall, the GNIE program's instruction is well-regarded for meeting the needs of diverse learners through knowledgeable faculty, interactive teaching methods, and a supportive environment. The GNIE program's instructional approach is designed to meet the needs of diverse learners, and this is supported by feedback from students, faculty, and alumni. There was an overall high level of satisfaction among alumni (77%), faculty (83%), and students (87%) with the quality of instruction (Appendix A, E, & F, respectively). From the student perspective, 73% strongly agreed and 20% somewhat agreed that instructors accommodate their learning needs. Additionally, 73% strongly agreed that course materials were presented effectively, and 83% strongly agreed that instructors were up to date on current developments in the discipline (Appendix F). These responses indicate that the instructional delivery is inclusive and responsive to various learning styles and backgrounds.

Faculty feedback further supports that diverse learner needs are being met, with 83% strongly agreeing that multiple learning modalities are accommodated and that the delivery of the curriculum is effective (Appendix E). Faculty also noted the use of diverse teaching strategies such as lectures, case studies, group work, role-playing, and simulation-based learning. These methods are particularly beneficial for adult learners and internationally educated nurses who may have varied educational and cultural experiences. Alumni echoed these sentiments, highlighting the value of blended learning formats, small class sizes, and individualized support. Some alumni suggested expanding simulation and practice opportunities. Many appreciated the flexibility and accessibility of the program, which helped them balance academic demands with personal and professional responsibilities (Appendix A).

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

The GNIE program uses various assessment methods to evaluate students' theoretical understanding and practical competencies. These include regular exams and tests that measure knowledge retention and comprehension, and clinical evaluations conducted during placements to assess students' performance in real-world healthcare settings. Simulation labs are also used to evaluate students' ability to manage complex clinical scenarios and make sound decisions under pressure. In addition, assignments and projects provide opportunities for students to apply their learning in meaningful ways, demonstrating their competencies across a range of nursing domains. A strong emphasis is placed on NCLEX-RN preparation, with practice tests and review sessions designed to ensure students are well-prepared for licensure and meet regulatory standards.

The effectiveness of these assessment methods lies in their alignment with the program's learning outcomes. They are structured to ensure students can demonstrate competencies in ethical practice, patient-centered care, knowledge application, effective communication, and nursing care planning. Regular feedback from instructors supports this process by helping students identify their strengths and areas for improvement, fostering continuous learning and professional development.

The program's assessment strategy is praised for its comprehensive and practical approach, with 87% of students strongly agreeing that the variety of assessments allows them to demonstrate what they have learned and 83% of students strongly agreeing that instructors provide useful feedback, supporting continuous improvement. In addition, 80% of students strongly agree they receive clear information on how they will be evaluated, and 83% agree that assessment standards are consistent throughout the program (Appendix F). The combination of exams, clinical evaluations, simulation labs, and assignments

ensures a well-rounded evaluation of students' knowledge and skills. Clinical and simulation-based assessments, in particular, emphasize the practical application of learning, preparing students for real-world nursing practice. The strong focus on NCLEX-RN preparation is another key strength, supporting students in achieving licensure and entering the Canadian healthcare workforce.

According to the program review survey, results indicate that the assessment framework is transparent, fair, and supportive of student learning. Student feedback on the assessment process has been positive. A significant majority—80%—strongly agree that they receive clear information on how they will be evaluated. Additionally, 87% feel that the variety of assessments allows them to effectively demonstrate what they have learned. Consistency in assessment standards is also recognized, with 83% of students agreeing that expectations are applied uniformly throughout the program. The same percentage of students also report receiving useful feedback from their instructors, which contributes to their academic growth and confidence (Appendix F).

Faculty responses align with this perspective. All faculty respondents strongly agreed that assessment methods align with program learning outcomes and that students are provided with clear evaluation criteria. They also confirmed that the range of assessments used in the program allows students to effectively demonstrate their learning (Appendix E).

Alumni feedback further supports the effectiveness of the assessment approach. Many alumni noted that the assessments helped them prepare for real-world nursing practice and licensure exams, and that the feedback they received during the program was instrumental in their development (Appendix A).

In summary, the GNIE program's assessment methods are well-structured and thoughtfully implemented, ensuring that students have multiple and meaningful opportunities to demonstrate their achievement of the program's learning outcomes. The program ensures that students are well-prepared for their careers in the Canadian healthcare system.

4.2. Student Success

Are students performing satisfactorily in courses?

The overall grade trends for GNIE courses do not indicate issues and reflect strong student performance. According to the data presented in the report, GNIE courses have maintained a 0% DFW (D, F, or withdrawal) rate, which is an exceptional outcome and suggests that students are consistently achieving passing grades or higher. This performance is notably better than the broader Faculty of Health undergraduate courses, which typically exhibit some level of DFW rates (Appendix J). The absence of failing grades in GNIE courses indicates that students are well-supported and adequately prepared to meet academic expectations. These trends suggest that the program's instructional design, support services, and learning environment are effectively enabling student success and progression.

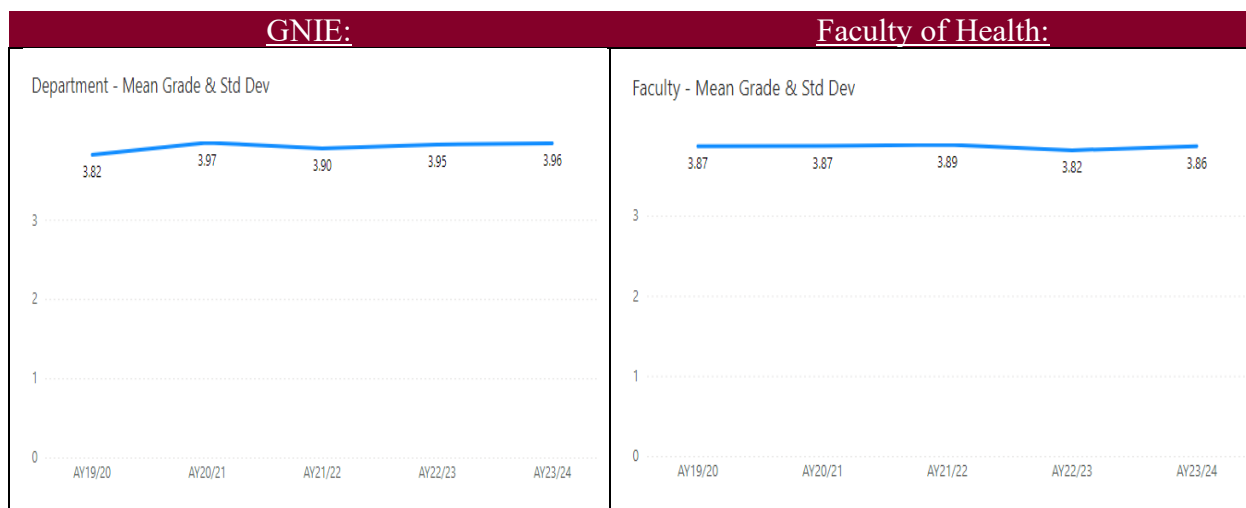


Figure 3: Grade Data for GNIE Undergraduate Level Courses by Academic Year compared with Faculty of Health 1st year courses.

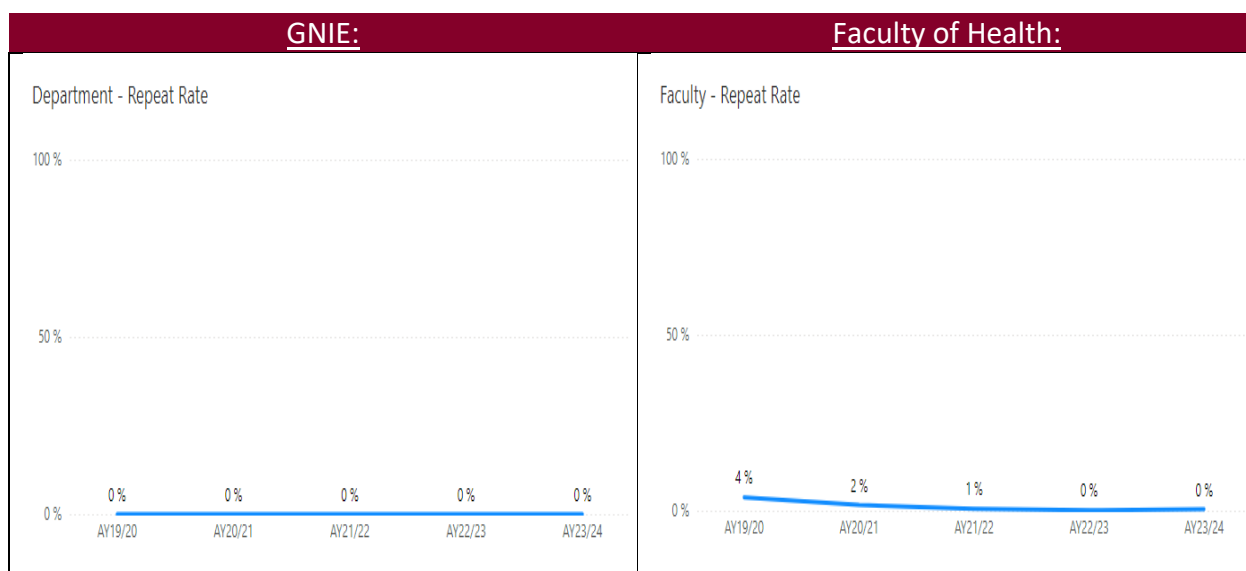


Figure 4: Repeat rate for GNIE Undergraduate Level Courses by Academic Year compared with Faculty of Health 1st year courses.

As per the program review survey results, student performance in the GNIE program reflects a high level of satisfaction and achievement across multiple dimensions of learning. Overall, 71% of students reported being very satisfied with the curriculum, while an even higher 87% expressed strong satisfaction with the instruction they received (Appendix F). These figures suggest that the program is effectively meeting student expectations in both content and delivery.

Several indicators point out strong academic performance. Faculty confidence in the alignment of assessment methods with learning outcomes, along with high levels of student satisfaction, suggest that students are meeting academic expectations. Furthermore, alumni outcomes reinforce this conclusion—88% reported employment in a field related to their studies, and 74% strongly agreed that the program prepared them well for entry-level roles (Appendix A).

Are students making satisfactory progress in the program?

Students in the GNIE program are making satisfactory progress, as evidenced by consistent graduation rates and strong academic performance. Over the past five academic years, the number of students compared to the number of graduates has remained stable, with 102 graduates in 2019/20 and 115 in 2023/24 (Appendix J). This steady output, resulting from a high completion rate, indicates that students are successfully completing the program within expected timeframes. The number of graduates has increased in relation to the increased enrollment, demonstrating progress. Additionally, the program boasts a 0% DFW (D, F, or withdrawal) rate, suggesting that students are not only passing their courses but doing so without needing to repeat them.

The Faculty of Health as a whole has seen more fluctuation in graduate numbers, with a total of 291 graduates in 2019/20 and a slight decrease to 279 in 2023/24 (Appendix J). While the Faculty of Health continues to graduate a larger number of students overall, the GNIE program's consistent increase in graduates highlights its effectiveness in supporting student success and meeting the needs of internationally educated nurses re-entering the Canadian healthcare system. These outcomes reflect the efficacy of the program's instructional design, support services, and experiential learning opportunities, all of which contribute to students' ability to progress through the curriculum and achieve their academic and professional goals.

	2019/20	2020/21	2021/22	2022/23	2023/24
Total ²	102	97	103	103	115
Certificate	102	97	103	103	115

Table 9: GNIE Program Graduate Headcount³ by Credential and Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
Total	291	265	311	294	279
Baccalaureate Degree	129	127	136	122	118
Certificate	159	135	160	155	161
Diploma	4	3	18	17	-

Table 10: Faculty of Health Graduate Headcount by Credential and Academic Year

According to the program review survey results, students in the GNIE program are demonstrating satisfactory progress, supported by high levels of satisfaction across curriculum design, instruction quality, and assessment practices. According to the survey data, 71% of students reported being very satisfied with the curriculum, while an even greater 87% expressed strong satisfaction with the instruction they received (Appendix F). These results suggest that the program is effectively structured and delivered to meet student needs.

Further evidence of student progress comes from the program review survey, where 97% of students agreed that prerequisite courses prepared them well for more advanced coursework (Appendix F). This indicates that students are successfully building on foundational knowledge as they move through the

² To avoid double counting students, total graduate headcounts presented in Exhibits 17 and 18 are unique headcounts of students for the year, not the sum of the credential counts.

³ Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

program. The curriculum’s integration of theory, lab, and clinical experiences supports this progressive learning model.

Alumni outcomes reinforce these findings. A significant majority—88%—reported being employed in nursing roles, and 74% strongly agreed that the program prepared them well for entry-level positions (Appendix A). These results suggest that students not only progress through the program successfully but also transition effectively into the workforce.

In summary, the combination of student satisfaction, structured curriculum design, and positive alumni outcomes indicates that students are making steady and satisfactory progress throughout the GNIE program.

Are graduates of the program successful?

Graduates of the GNIE program demonstrate strong success across multiple indicators, reflecting the program’s effectiveness in preparing internationally educated nurses for integration into the Canadian healthcare system. According to student outcomes data from 2020 to 2023, 97% of graduates were employed at the time of the survey, and an impressive 100% reported working in jobs that were “very” or “somewhat” related to their field of study. This high rate of employment in relevant positions underscores the program’s alignment with industry needs and its ability to equip students with the skills and credentials required for professional practice. Additionally, the unemployment rate among GNIE graduates was just 1.5%, significantly lower than the Ministry’s target of 7.5%, further highlighting their competitiveness in the job market. Moreover, 16% of graduates pursued further studies, indicating that the program also serves as a solid foundation for continued academic and professional development (Appendix J). These outcomes collectively affirm that GNIE graduates are not only completing the program successfully but are also thriving in their careers and educational pursuits.

Measures	Average Student Outcome Data for KPU GNIE Program (2020-23)	Ministry Target
<i>Respondents</i>	267	
Unemployment Rate ⁴	1.5%	≤ 7.5%
Currently Employed ⁵	97%	
In a Related Job ⁶	100%	
Further Studies ⁷	16%	

Table 11: KPU GNIE Program Student Outcomes Data Compared with Ministry Targets

The DFW (D, F, or withdrawal) rate trends in GNIE courses do not indicate any issues. In fact, the program reports a 0% DFW rate, which is an exceptional outcome and suggests that students are consistently completing their courses successfully without failing. When compared to Faculty of Health undergraduate courses, which typically experience some level of DFW rates, the GNIE program stands out for its academic

⁴ Unemployment rate of KPU's graduates (of those in the labour market).
⁵ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force (see above).
⁶ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.
⁷ Respondents who have taken further studies after taking the program, including those currently studying.

success (Figure 5). The absence of DFW cases in GNIE courses highlights the program's ability to support student learning and progression, ensuring that students remain on track toward graduation without the setbacks commonly associated with course failures.

This level of performance is exceptional and suggests that students are well-prepared, supported, and engaged throughout their studies. GNIE students demonstrate a high level of academic consistency and success. The program's structured curriculum, targeted support for internationally educated nurses, and emphasis on practical, real-world learning experiences contribute to this robust performance across all levels.

Overall, the program review alumni survey indicates that graduates of the GNIE program are successful in securing employment in their field, pursuing further education, and feeling well-prepared for their careers. The program's strong emphasis on practical skills, comprehensive curriculum, and supportive environment contributes to the positive outcomes for its graduates (Appendix A).

Graduates of the GNIE program are noticeably successful across several key areas. According to the program review survey, 88% of alumni reported being employed in a field directly related to their studies at KPU. Many of these graduates—69%—hold full-time regular positions, while another 23% are employed part-time, indicating strong integration into the Canadian healthcare workforce. Alumni are working across major health authorities in British Columbia, including Fraser Health, Vancouver Coastal Health, Island Health, and Interior Health (Appendix A).

In terms of career readiness, 74% of alumni strongly agreed that the program prepared them well for entry-level roles in the nursing profession, with an additional 24% somewhat agreeing. Many alumni emphasized the value of clinical practicums, simulation labs, and hands-on training in helping them transition effectively into Canadian nursing practice. Furthermore, 22% of alumni pursued further education after completing the program, enrolling in advanced nursing specialties such as critical care and nephrology, as well as graduate-level studies. Notably, 69% of those who continued their education strongly agreed that the GNIE program had prepared them well for this next step (Appendix A).

Qualitative feedback from alumni further reinforces these findings. Graduates consistently praised the program for building their confidence, enhancing their clinical readiness, and helping them adapt to the Canadian healthcare system. Many described the GNIE program as a vital bridge that enabled them to re-enter the nursing profession in Canada with competence and assurance (Appendix A).

In summary, the GNIE program has a strong track record of graduate success, as evidenced by high employment rates, readiness for further education, and overwhelmingly positive alumni feedback. These outcomes reflect the program's effectiveness in preparing internationally educated nurses for professional practice in Canada.

Recommendations

This chapter's review confirms that the program's instructional delivery meets a very high standard. Although no issues were identified, the following recommendations are provided to ensure the ongoing maintenance of these standards:

- Evaluate instructional standards across courses and instructors more regularly to ensure consistency and equity ~~more regularly.~~
- Expand faculty development initiatives to include training in simulation-based learning and digital health tools.
- Introduce more structured mentorship programs for new and non-regular clinical instructors to ensure alignment with program goals.

5. Resources, Services, and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

Overall, the GNIE program has the necessary library and learning resources to effectively deliver the curriculum. Students have expressed high levels of satisfaction with the availability and quality of these resources, indicating that they support the program's educational goals and help students succeed in their studies. The GNIE program is well-supported by library and learning resources that effectively meet the needs of its curriculum. According to the program review survey, students expressed high levels of satisfaction with the availability and quality of these resources. Faculty feedback further reinforces this positive assessment. Instructors noted that library resources, including online databases and digital tools, are sufficient to support teaching and learning. They also highlighted the importance of keeping course materials and guidelines up to date on platforms like Moodle to ensure students have access to the most current information.

The library resources at KPU received high satisfaction ratings from students, particularly in the availability of audio-visual and computer equipment, books, eBooks, and online resources. Specifically, 73% of students expressed high satisfaction with the audio-visual and computer equipment, while 60% were very satisfied with both books and eBooks. Online resources also received strong approval, with 67% of students reporting high satisfaction. Other library offerings such as print periodicals and journals (57%), study guides (60%), and DVDs or streaming video (40%) showed varying levels of satisfaction. Additionally, librarian support was highly rated, with 70% of students expressing strong satisfaction, and 62% were very satisfied with the library orientation sessions (Appendix F).

In summary, both students and faculty agree that the GNIE program has the necessary library and learning resources to deliver its curriculum effectively. Continued attention to updating and enhancing these resources will help maintain this strength and support ongoing student success.

Does the program have the specialized technology needed to deliver the curriculum?

Summary of Specialized Technology in GNIE Program

The GNIE program is equipped with the specialized technology necessary to effectively deliver its curriculum. Students reported high levels of satisfaction with the simulation lab and nursing skills lab, which are critical components of experiential learning in nursing education. Specifically, 77% of students were very satisfied with the simulation lab, and 90% expressed high satisfaction for the nursing skills lab (Appendix F). These facilities provide students with access to high-fidelity simulation equipment and realistic clinical environments that support the development of essential nursing competencies. The combination of SIM Labs and Nursing Skills Labs provides comprehensive training that immerses students in real-world scenarios, ensuring they gain valuable practical experience. The use of up-to-date equipment further ensures that students are well-prepared for clinical practice. Additionally, the labs foster a supportive learning environment where students can build confidence and competence in their skills.

Faculty feedback further confirms the value of these technological resources. Instructors noted that the simulation lab plays a vital role in bridging theoretical knowledge with practical application, allowing students to engage in realistic clinical scenarios in a safe and controlled setting. While some faculty suggested expanding the use of simulation-based learning, the current infrastructure was generally viewed as effective and well-integrated into the program's instructional design (Appendix E).

In addition, faculty have requested the integration [of](#) electronic documentation and identified the limitation of only having paper based charting available in labs in the faculty program review survey (Appendix E). Students have also mentioned that the charting in lab is outdated and requested charting that was more reflective of contemporary clinical settings as well (Appendix F). This integration would further enhance students' readiness for clinical practice by familiarizing them with essential digital competencies. Another key strength of the program is the diversity of clinical placements, which exposes students to a wide range of healthcare settings and current practices, enriching their practical experience and adaptability in the field.

Overall, the GNIE program has the specialized technology and lab equipment required to support its curriculum and prepare students for clinical practice. Continued investment in simulation and digital learning tools, such as electronic charting, will further enhance the program's ability to meet evolving educational and healthcare standards.

Does the program have the facilities needed to deliver the curriculum?

The GNIE program appears to have the necessary facilities to effectively deliver the curriculum. The facilities offered by the GNIE program, particularly the SIM Labs and Nursing Skills Labs, have received high levels of student satisfaction and are considered key strengths of the program. The SIM Labs provide a controlled environment where students can practice and refine their clinical skills, which enhances their decision-making abilities and builds confidence in managing complex scenarios.

Faculty feedback also supports the adequacy of the program's facilities. Instructors highlighted the importance of these labs in bridging theoretical knowledge with practical application, and they noted that the facilities are well-maintained and appropriately equipped to meet the demands of the curriculum. The availability of modern equipment and realistic clinical settings enhances the learning experience and ensures that students are well-prepared for real-world nursing practice.

Despite these strengths, there are suggestions for improvement. Both faculty and students have recommended the integration of more electronic documentation tools and platforms that reflect those used in actual healthcare settings, which would enhance students' readiness for professional practice ([Appendices E & F](#)). Faculty specifically requested the integration [of](#) electronic documentation and identified the limitation of only having paper based charting available in labs in the faculty program review survey (Appendix E). In the student program review surveys, students noted that the charting in lab was outdated and requested charting that was more reflective of contemporary clinical settings as well (Appendix F). Furthermore, expanding the use of simulation-based learning is encouraged to further develop students' practical skills and decision-making capabilities.

In summary, the GNIE program is well-supported by specialized facilities that are integral to delivering a high-quality nursing education. Continued investment in maintaining and updating these facilities will help sustain the program's effectiveness and relevance in preparing internationally educated nurses for the Canadian healthcare system.

Does the program have the other support services needed to deliver the curriculum?

The GNIE program offers a variety of support services that contribute to student success both academically and professionally. Among these, 77% of students reported being very or somewhat satisfied

with the availability of required texts at the KPU bookstore. Advising services received a 83% satisfaction rate (very or somewhat satisfied), while career services were rated as being very or somewhat satisfactory by 74% of students. Accessibility services also garnered a 77% satisfaction rate (very or somewhat satisfied). Counseling services garnered a 73% satisfaction rate of students expressing being very or somewhat satisfied. The Learning Centre stood out as a particularly strong support resource, with 90% of students reporting being very or somewhat satisfied. (Appendix F).

According to the program review survey, both students and faculty expressed high levels of satisfaction with the availability and functionality of key technological resources. Students also benefit from high satisfaction with library resources, including access to audio-visual and computer equipment, books, eBooks, and online materials. (Appendix F).

In addition, the GNIE program utilizes Early Alert and SSL to assist students struggling with meeting learning outcomes. SSL utilizes the SIM lab in offering students facing challenges in clinical practice with additional support and guidance. All GNIE students are also required to maintain a valid CPR Basic Life Support (BLS) or Healthcare Provider (HCP) certificate and undergo annual fit testing with a medical-grade N95 respirator mask, ensuring they meet essential healthcare readiness standards.

Overall, the program's strengths lie in its comprehensive support system, which includes academic advising, career and counseling services, and accessibility support. These services ensure that students have the necessary resources to navigate their educational journey successfully. The availability of robust learning resources, such as the library and Learning Centre, further enhances students' ability to excel in their studies. The GNIE program is equipped with the specialized technology necessary to support student learning and clinical preparation. Continued investment in simulation-based learning and digital tools will help maintain the program's high standards and ensure students are well-prepared for professional practice.

Recommendations

- Technology Integration: Incorporating more electronic documentation tools and platforms used in healthcare settings by introducing modern electronic charting in nursing labs.
- Simulation-Based Learning: Expanding the use of simulation labs to enhance practical skills and decision-making.

6. Conclusions and Recommendations

6.1. Overview

The curriculum review and self-study process that informed this report have provided a valuable opportunity to examine the GNIE program in depth. The program particularly received outstandingly positive feedback from students and alumni in several areas, such as instructional delivery and student success. The program is performing exceptionally well, with high satisfaction and strong outcomes. In other areas, such as curriculum design and experiential learning, the results are positive but highlight opportunities for enhancement. This chapter summarizes the findings and outlines the recommendations proposed throughout the report to support continuous improvement and ensure the program remains responsive to the evolving needs of internationally educated nurses and the Canadian healthcare system.

6.2. Summary of Program Strengths, Weaknesses, Opportunities, and Challenges

STRENGTHS

- Well-structured curriculum – the GNIE curriculum has high levels of student and alumni satisfaction, and strong integration of theory, simulation, and clinical practice, ensuring progressive skill development. It is aligned with Canadian nursing standards, reflective of BCCNM entry-level competencies, promoting readiness to practice upon completion of the program. The curriculum is also reflective of CASN accreditation standards, validating its quality and relevance. The curriculum follows a progressive format, as each semester builds on the previous one.
- Integration of simulation-based learning - the program's emphasis on hands-on learning through simulation labs and diverse clinical placements supports the development of critical thinking, cultural competence, and therapeutic communication. Simulation is introduced early and expanded on later in the program, providing students with a safe, controlled environment to practice essential nursing skills before entering clinical settings and to augment clinical practice. Simulation based activities, including high fidelity simulation, are incorporated to replicate realistic patient scenarios, enabling students to develop critical thinking, clinical judgment, and decision-making skills in situations that mirror real-world complexity. These simulations are mapped to BCCNM entry-level competencies and include activities such as SBAR communication, prioritization, and unfolding case studies.
- Faculty support - faculty are consistently praised for their supportiveness and expertise, as reflected in the high levels of student satisfaction with instructional quality. The program benefits from a team of highly qualified instructors, including faculty with advanced credentials and specialized training in diverse areas of nursing practice. All faculty maintain practicing membership with BCCNM, ensuring currency with professional standards and regulatory requirements. Many instructors also continue to work in clinical settings, which allows them to bring real-world insights into classroom and simulation-based learning. The program also benefits from favorable student-to-instructor ratios.
- Access to specialized facilities and learning resources – the GNIE program offers exceptional access to specialized facilities and learning resources, which significantly enhance the quality of education and student preparedness for clinical practice. Students benefit from updated simulation labs and nursing skills labs, which replicate real-world healthcare environments and allow for hands-on practice in a safe, controlled setting. Satisfaction with these resources is notably high. In addition, the program provides robust academic support through resources such as the Learning Centres, library services, and the Student Support Liaison (SSL), which offers

targeted assistance for students facing challenges in clinical or academic performance. Library resources include comprehensive access to eBooks, online databases, and audiovisual tools. These specialized facilities and learning resources not only bridge the gap between theory and practice but also ensure that students have the tools and support necessary to succeed academically and professionally.

- High levels of student and alumni satisfaction - the GNIE program demonstrates consistently high levels of satisfaction among both current students and alumni, reflecting its effectiveness in meeting learner needs and preparing graduates for professional practice. According to program review survey data, students expressed strong satisfaction with the quality of instruction, citing faculty expertise, interactive teaching methods, and supportive learning environments as key contributors to their success. Similarly, students reported being very satisfied with the curriculum, highlighting its relevance to Canadian nursing standards and its integration of theory, simulation, and clinical practice. Alumni feedback reinforces these findings, as many alumni emphasized the value of hands-on training, simulation-based learning, and faculty mentorship in helping them transition effectively into the Canadian healthcare system. These outcomes, combined with a 0% DFW (D, F, or withdrawal) rate and strong employment statistics, position the GNIE program as a highly effective and well-regarded pathway for internationally educated nurses seeking licensure and integration into Canadian practice.

WEAKNESSES

- Overloaded course content – the overload of course content has been noted in the pharmacology course, as well as inconsistencies in the clarity and measurability of CLOs. Structurally, the accelerated format contributes to compressed timelines, uneven workload distribution, and limited flexibility in clinical placements, which can be challenging for students balancing academic and personal responsibilities.
- The need for enhanced integration of Indigenous health content – while the GNIE program includes Indigenous health content across its curriculum, the self-study report identifies a need for deeper integration and expanded coverage to better prepare students for culturally safe care.
- Resource limitations – limitations related to resources include underutilized support services, suggesting a need for greater visibility and responsiveness. While students have access to well-equipped simulation and skills labs, the program has not yet fully integrated electronic documentation and charting systems being used in some clinical settings.

OPPORTUNITIES

- Curriculum augmentation - the program presents opportunities for curriculum enhancement. These include expanding Indigenous health content through collaboration with Indigenous educators and communities, strengthening leadership and mental health topics across all semesters, and improving the alignment between theory and practice through simulation-based learning and case-based scenarios.
- Structural improvements - improving program structure, such as rebalancing course workload and hybrid delivery formats, can better support diverse learner needs. Additionally, integration of electronic documentation platforms and expansion of tailored support services, particularly for IENs, can enhance student preparedness and success.
- Faculty development opportunities - instructional quality can be further elevated through faculty development in culturally responsive pedagogy, digital health tools, and simulation-based teaching. Instructional standards across courses and instructors can be evaluated to ensure

consistency and equity more regularly. Introducing more structured mentorship programs for new and non-regular clinical instructors can further ensure alignment with program goals.

CHALLENGES

- Curriculum relevance - maintaining curriculum relevance in a rapidly changing healthcare landscape. Technological changes, such as the implementation of electronic charting platforms, present the challenge of attaining resources for instructional use.
- Institutional barriers - Gaps in technology access impact the student experience. Addressing these challenges at the Langley campus through targeted, measurable, and time-bound strategies are essential for sustaining the program's quality and responsiveness to the needs of IENs and the Canadian healthcare system.

6.3. Summary of Recommendations

Recommendations

Curriculum Review

- Examine GNIE course structure, content, and scheduling to look for ways to improve balance of workload throughout each semester and decrease content saturation while maintaining the ability to meet PLO and CLO targets.
- Examine the possibility and advisability of re-allocating curricular hours within GNIE 1117 and GNIE 1227 from lab to clinical practice (while maintaining current credit.)

Program Relevance and Student Demand

- Examine opportunities to increase clinical hours throughout the program within the current credit and contact hours
- Continue to integrate and expand simulation-based learning opportunities within the program
- Examine and assess the quality and comprehensiveness of Indigenous content throughout the GNIE program by employing improved data collection and further curricular review and make recommendations to address identified gaps

Effectiveness of Instructional Delivery

- Evaluate instructional standards across courses and instructors to ensure consistency and equity more regularly.
- Expand faculty development initiatives to include training in simulation-based learning and digital health tools.
- Introduce more structured mentorship programs for new and non-regular clinical instructors to ensure alignment with program goals.

Resources, Services, and Facilities

- Technology Integration: Securing and incorporating more electronic documentation tools and platforms used in healthcare settings by introducing modern electronic charting in nursing labs.
- Simulation-Based Learning: Expanding the use of simulation labs to enhance practical skills and decision-making.

6.4. Conclusion

The GNIE program at Kwantlen Polytechnic University has demonstrated a strong commitment to supporting internationally educated nurses in their transition to Canadian nursing practice. The program is well-regarded for its alignment with Canadian nursing standards, its structured progression from theory to clinical practice, and its high levels of student satisfaction. The curriculum is designed to foster critical thinking, cultural competence, and evidence-informed care, and it is supported by experienced faculty and well-equipped learning environments. However, the self-study process has identified areas requiring strategic improvement to enhance the program's responsiveness to evolving healthcare standards and learner needs. These areas include inconsistencies in the clarity and measurability CLOs, limited integration of Indigenous health content, and uneven coverage of leadership and mental health topics. Structural challenges related to the accelerated format, such as compressed timelines, have also been noted. Furthermore, gaps in resource modernization, especially introducing electronic documentation, and support service utilization present ongoing challenges. Addressing these issues is essential to maintaining the program's effectiveness and capacity to prepare culturally competent, practice-ready graduates for the Canadian healthcare system.

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10. Appendices

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Appendix C – BCCNM Competencies

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Graduate Nurse Internationally Educated Re-Entry Program Review Self-Study Report Appendices

Report Submission Date:
January 29, 2026

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Appendix A GNIE Program Review Alumni Survey Results

Graduate Nurse Internationally Educated Re-Entry Program Review - Alumni Survey Results

The alumni survey was sent to 618 GNIE alumni. A total of 95 alumni responded. The response rate is 15%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

1. When did you complete the Graduate Nurse Internationally Educated Re-Entry program?

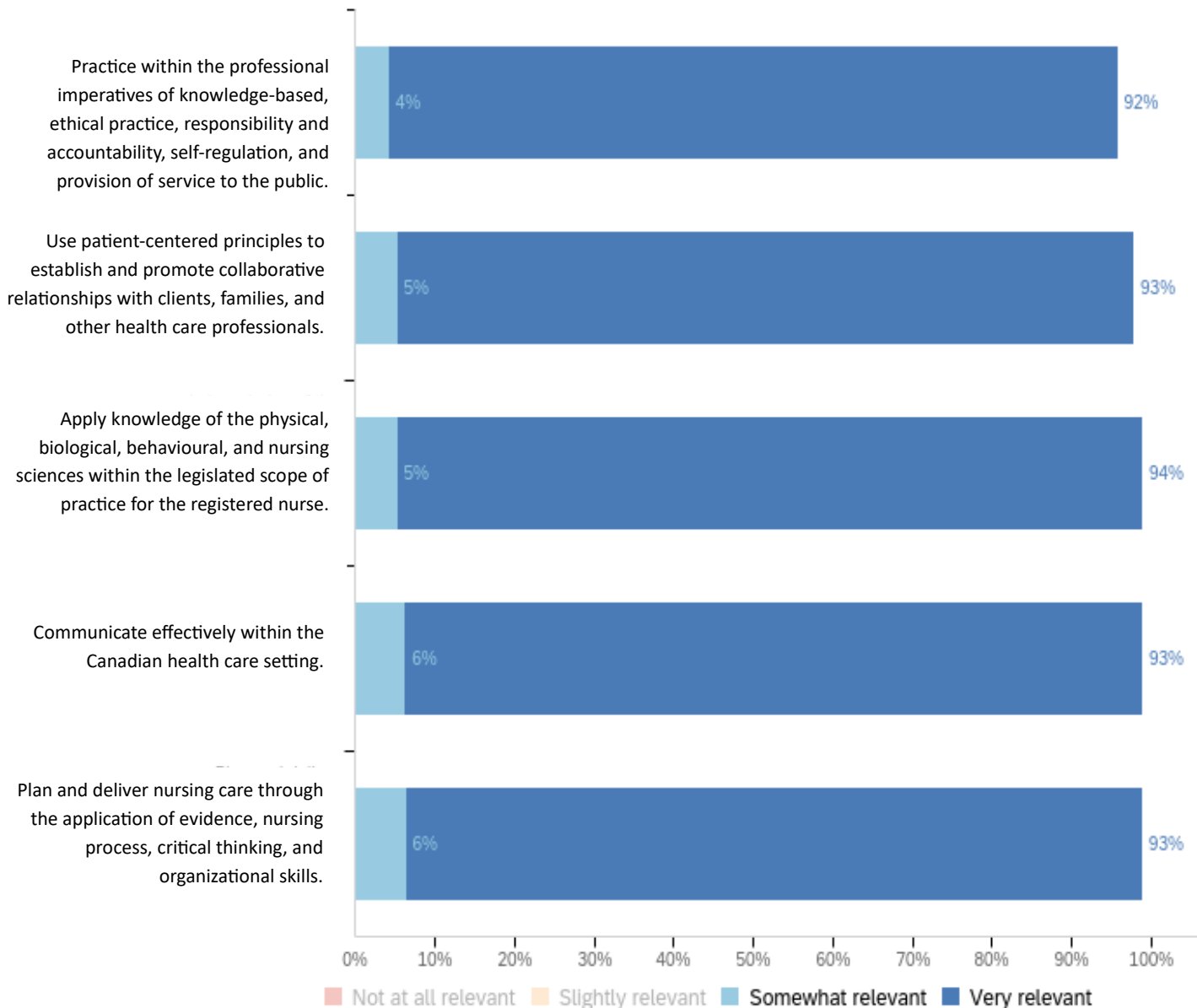
#	When did you complete the Graduate Nurse Internationally Educated Re-Entry program?	Percentage
1	2024	26%
2	2023	16%
3	2022	12%
4	2021	17%
5	2020	13%
6	2019	8%
7	2018	6%
8	2025	2%
	Total number of respondents	95

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

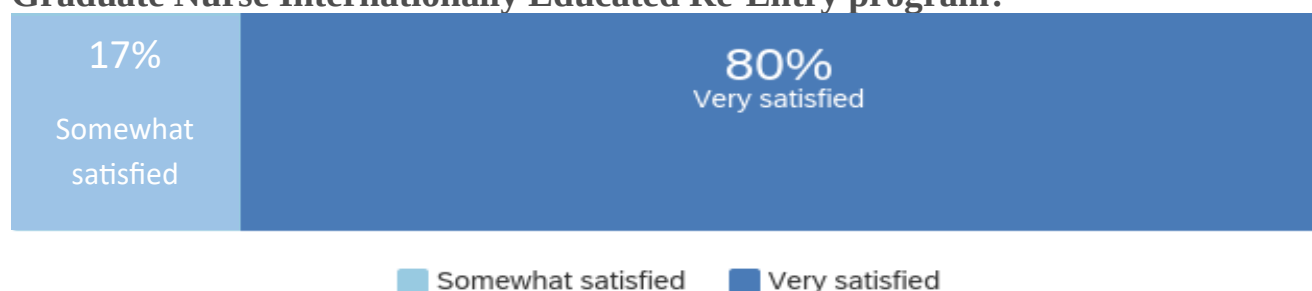
2. Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. Please indicate how relevant each of the following Program Learning Outcomes was to your career goals.



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Practice within the professional imperatives of knowledge-based, ethical practice, responsibility and accountability, self-regulation, and provision of service to the public.	0%	4%	4%	92%	95
2	Use patient-centered principles to establish and promote collaborative relationships with clients, families, and other health care professionals.	0%	2%	5%	93%	95
3	Apply knowledge of the physical, biological, behavioural, and nursing sciences within the legislated scope of practice for the registered nurse.	0%	1%	5%	94%	95
4	Communicate effectively within the Canadian health care setting.	0%	1%	6%	93%	95
5	Plan and deliver nursing care through the application of evidence, nursing process, critical thinking, and organizational skills.	0%	1%	6%	93%	94

3. The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Graduate Nurse Internationally Educated Re-Entry program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	The program curriculum is the academic content taught in a specific program. Overall, how satisfied are you with the curriculum of KPU's Graduate Nurse Internationally Educated Re-Entry program?	Percentage
1	Very dissatisfied	2%
2	Somewhat dissatisfied	1%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	17%
5	Very satisfied	80%
	Total number of respondents	95

4. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program's curriculum as a whole, please indicate the strengths of the program.

Very approachable instructors and staff Great lab and medical supplies for teachings Student centered

the program covers essential theoretical knowledge and practical skills to ensure internationally educated nurses can meet Canadian healthcare standards. Hands-on experience in real healthcare settings. The curriculum emphasizes Canadian medical protocols, ethics, and cultural considerations. Strong focus on language proficiency, medical terminology, and effective patient communication. The program offers resources like academic support, mentorship, and preparation for licensure exams, easing the transition for internationally educated nurses.

The combination of theory with skills lab and practicing it in the clinical setting helped me to better understand the Canadian nursing process.

It provides international nurses the opportunity to learn the safe practices in the Canadian health system. It gives us the opportunity to learn skills in actual hospitals.

The program is very helpful in transitioning to a BC nurse as an IEN. The strengths include the clinicals and lab subjects.

1 and half year

Knowledgeable

The whole program including 3 terms, clinical practice and basic knowledge, lab studies! I really like this mode which makes me feel more confident in the clinical practice!

Clinical Posting

[Course Name Redacted] course really helped with understanding what it takes to build a rapport with patients and their families.

It was extremely relevant and helpful. Especially for the GNIE students who come from a completely different culture and way of communicating. **[Course Name Redacted]** gave us the tools and confidence to interact accordingly with our patients and colleagues.

Theory wise it is relevant to the Canadian healthcare setting.

It prepares IEN's to deliver knowledge based practice, enables IEN's to adjust into the Canadian health care system and provide competent care.

Skills evaluation

I like when we had the experience to be at an actual setting to experience the different materials that are used in the Canadian setting.

Knowledgeable and experienced tutors, equipped labs.

Practical posting helped a lot

The program helped to understand the Canadian aspects.

Good refresher,,effective and efficient teaching

Curriculum was awesome but some clinical instructors were mean and racist and indirectly insult international students with their accent and vocabulary. I felt insulted while doing this course but never gave up. However, some instructors were super awesome too and did understand students' difficulties while studying internationally.

The practicum with instructors on site is helpful

The GNIE program offers a comprehensive introduction to the Canadian healthcare system, equipping internationally educated nurses with essential knowledge and skills. It provides hands-on experience with clients under the guidance of experienced instructors, ensuring practical learning in a supervised setting. The curriculum covers key nursing concepts, making it especially beneficial for those returning to practice after a career gap. Additionally, the program integrates lab skills, theory classes, and instructor-led training to support a well-rounded learning experience.

Design to get international nurses get in to Canadian nursing workforce effectively

I appreciate that the GNIE (Graduate Nurse Internationally Educated) program offers laboratory training and clinical exposure, providing hands-on experience in the Canadian healthcare system. This helps bridge the gap between previous nursing experience and Canada's nursing standards. Practicing in a lab setting before moving to real clinical environments builds confidence and makes it easier to adjust to the healthcare system. The chance to work with patients, collaborate with healthcare teams, and apply knowledge in practice is essential for developing nursing skills in Canada.

It is good to have clinicals that expose the nursing set up in hospitals. But theory classes were a waste of time. Didn't need to be a year long. Could have been covered in 2 months. Rest 3 months clinical.

The clinicals every semester, I find it really relevant and helpful especially with IEN

Prepares IEN in Canadian health care setting

You have a good set of teachers and Clinical Instructors.

- promotes critical thinking - prepare for team work - covers each and every subject - sim labs - gives opportunity to practice in actual clinical settings

It helps bridge gaps. It helps IEN adapt to the healthcare standards, policies, and regulations of the host country. Also, it provides clinical readiness.

Helping IENs to be equipped to work in the Canadian health care standards of nursing. The skills lab really helped me during the clinicals.

Very informative Build confidence Prepare to work independently Makes you more confident in clinical practices and theory as well

So much learning. International nurses who did the program have been prepared well for Canadian hospital settings.

Builds the foundation to be able to adjust and practice nursing in Canada effectively.
Supportive clinical instructors and lecturers
Exposure to the patients. Exposure to the hospitals future nurses will most likely work. Dedicated towards helping IENs to reach their goal.
Clinical skills
GNIE is designed for IEN
Offers great opportunities for students to be exposed to Canadian healthcare setting. Helps students to hone their nursing skills and strengthen their knowledge
Good transition to work in Canada. Experienced teachers and clinical instructors.
Caters to needs of IEN to adapt to Canadian health care. Practicum gives first hand experience. Navigating the health care environment became easy after the training
KPU's Graduate Nurse Internationally Educated Re-Entry (GNIE) program offers a comprehensive curriculum that equips internationally educated nurses with the knowledge and skills needed for safe practice in Canada. It emphasizes Canadian nursing standards, professional communication, pharmacology, and complex health challenges. A key strength of the program is its clinical practicum, which provides hands-on experience in healthcare settings, allowing nurses to adapt to workplace expectations. Additionally, the program prepares graduates for the NCLEX-RN and ensures they meet regulatory requirements, making it an excellent pathway for re-entry into the profession.
Very helpful in understanding Canadian work culture. Easily relatable to previous education .
Practicum in each semester is very useful
Kind and inclusive instructors
the program taught us exactly what are needed in the clinical setting.
[Course Name Redacted] class
GNIE provides training for international RN's in order to perform an efficient and safe practice as a bedside RN in a primary care setting/Canadian healthcare system. They offer clinical and non-clinical or via online teaching which help IEN's to become finest RN's they can be. GNIE will surely renew and enhance previously acquired Nursing knowledge and skills in order to become an effective RN's in Canada. Overall, this programs will help IEN's improve their confidence to practice as a Registered Nurse.
The course is good, the clinical practice is the best. Preceptorship should be longer.
Covers theory and practical skills
1. Comprehensive Preparation for Canadian Nursing Practice 2. Clinical Practice and Hands-On Experience 3. Cultural Competency and Communication Skills
The GNIE program at KPU provides a strong foundation for internationally educated nurses who are aiming to practice in Canada, offering a structured and supportive environment for their professional development.
A hope for IEN's to enter canadian nursing. Great foundation to become an RN in canada.
The program is very helpful for us IENs to prepre and integrate in the Canadian healthcare system. having Theory,lab and clinical hours simultaneously is and advantage.
Help us to learn how to be a nurse in a canadian way
Important for international nurses to review the different aspects of Canadian culture and Healthcare system delivery. This program helps to incorporate these aspects into practice to achieve desired outcome.
Exposure to hospitals
Able to introduce canadian nursing practice and helped with slowly using it in the field
The program's strength lies in its clinical exposure, which effectively introduces internationally educated nurses to Canadian practice.
Effectively and efficiently integrated IEN to canadian nursing system
Well organized and students were well guided
Good syllabus to support IENS to transition to Canadian system
The program supports students in transitioning into the Canadian Health Care system.
GNIE is very important because it gives a strong foundation for IEN's. This program introduces IENs to the Canadian way of nursing which is very important. It refreshes all the knowledge and skills that IENs should have before becoming indepent RNs.

5. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program's curriculum as a whole, please provide any suggestions you have for improvement.

None that I can think of..
Adding more simulation-based learning opportunities could enhance practical skills in a controlled environment.
Ensure that during preceptorship, the instructor should clarify to the unit that if it's for RN the tandem nurse on the floor should be RN as well to facilitate learning skills.
More simulations as these can be helpful for students (ex. code blue simulation).
None
For the clinical practice, would be more time to practice as a real nurse
Overall it is a very interesting program
Please hire only experienced clinical instructors as I was paired with very new instructor and got no emotional or mental support.
Add more hospitals to clinical practice, like eagle ridge or maple ridge
I think students will benefit if there is placement at night that way students will have an idea of night duties and routines.
- some instructors need to be patient in hospital settings . They need to boost students instead of lowering their confidence. It is worth considering that we do reentry programme because it was evaluated that we have practice gaps.
Be able to pick closer hospitals to have clinicals or preceptorship to avoid long travels.
My suggestion is I hope there was an assesemnt that was done for people like me who had Canadian Nursing background (was an LPN before taking the IEN program) in order to check if there are subjects or courses that has already been completed. I just had to repeat the same courses that I already had when I studied LPN like Communication and Nursing 101 that led to more student loan.
Nothing
Evaluation criteria needs to be improved especially clinical set up.. it is more subjective , needs to be more objective
Could have included clinical rotation for some speciality units like maternity and pediatric.
adds on to more on skills at the lab
Lots of expectations during the clinicals from students. They have to understand Asian countries have different equipments and protocols..
Some teachers could exercise more patience with students
It would be highly beneficial to include night shifts for practice and preceptorship for at least a month, providing valuable hands-on experience in a real clinical setting, In addition to the current curriculum.
I would recommend making clinical exposure more flexible each term, allowing students to have a greater choice in their placements based on their availability and learning needs. Providing clear and transparent options for clinical sites and schedules would help students plan better and select placements that are most convenient for them. This flexibility could enhance the learning experience by accommodating different personal and professional commitments while ensuring that students receive well-rounded clinical training.
Just let students do self study at home by elsevier evolve or Kaplan etc for theory. Let them practice in lab for two months. Give 3 months clinical. That will help them in both nclex and practical way. 1 year is a waste.
More skills or there should be specific skills a student should be done before the clinicals are done
Short wait list and more seat offers
More time schedule for laboratory and clinicals because that's what the students need are exposure and hands on to literally learn or remember the basic nursing skills.
Expanding clinical placement opportunities. Flexible learning options.
It would probably be better to make the class schedule more compact, with classes grouped into fewer days rather than spread out over the week. Sometimes, we only come in for one class a day.
I want no online classes all classes should be in person because in person I learned more than online
none. the course was designed well cater for international nurses and those who wants to do refreshing course.
More sim labs.
NCLEX Review is significant before starting preceptorship for better preparation and knowledge of clinical diagnosis and treatment. I believe laboratory activities could be improved rather than letting students practice on their own.

In my opinion, some of the instructors should kindly realize this course is intended to help the IENs attain their goal keeping in mind they are safe and adequate in the field with due respect.

More hours in clinical settings or nursing experience in the hospital

Placement of clinical should be done by the school not by students

GNIE program should not be limited to Langley campus only. Langley campus is an inconvenient location for students who reside in the lower mainland.

No it was great

More chances to enter.it took me 3 tries to get in due to the limited slots per batch.

Nil

NA

More sim labs

I do not like the last semester about the mental health part especially the exam part.

In addition to practicum, we need more focus on preparing for nclex exams.

Based on my experience working as an RN in a hospital now, GNIE program should increase the grade requirements for English proficiency.

First semester is very heavy. 5 courses, each has lots of projects.

We don't need maternity and mental health theory as they come under speciality

1. Advanced Language and Communication Training 2. Mentorship and Peer Support Programs

Hope **[Course Name Redacted]** is in-class.

- Incorporate more clinical hours. - flexibility as the nurses enrolled have usually young children like me... atleast give them options of completing the programe looking into their individual strengths , just not merely going by the book !

More exposed to practicum. I think theory wise we are aware and can just read at home. The best is to practice what we learned in the health care setting.

I believe the program's exams and activities should be updated annually, as I have seen many students who came after me already having the answers to all the activities. The same exams and activities have been used for years, which I feel is not beneficial for student learning.

More classes to accommodate more students

Financial help for students with families

not a lot of improvement to be honest.GNIE is a well thought program for IENs

6. What topics, if any, were missing from the program?

None

Palliative Care and End-of-Life Support: Including a dedicated module on these areas would provide valuable insights for nurses working in diverse healthcare settings.

Expand more on labour's and delivery.

NA

NA

Nothing

Medical surgical topics could be more through.

None

IV insertion skills should be part of the review in the lab or inform students that they can the short course for the IV start. KPU must have this course too as part of their curriculum.

It is perfect programme and covers everything.

More hands on in laboratory and familiarized with the equipments like alaris. Do not do clinicals in Richmond Hospital surgery dept not too much to learn for surgery, considere st paul and other hospital because they have more complex cases that will really help the students.

Nothing missing

Indigenous practices

None.

None

Program was great. I'm glad that I chose Kpu as practical experience makes you a good nurse and competent.

The program covered all essential topics with concise and relevant information.

The topics and courses in the program are carefully designed and well-structured, ensuring a comprehensive learning experience.

Apart from communication, rest of the topics are self study. Theory classes were unnecessary, teachers mostly themselves weren't able to touch all topics.

[Course Name Redacted] shouldn't be online class, i feel like this is really important part or course of the program

None

Everything was covered in curriculum.

Advance clinical training.

I think the curriculum covers what are need for IENs to integrate in the Canadian Setting

All topics are covered very well

Maybe two semesters of communication course. I enjoyed my **[Course Name Redacted]** course , I find it very helpful in the healthcare setting, dealing with the healthcare team, patients and their family.

None

Maternal, Gerontology , Psychiatric Nursing

In my opinion, how about doing some night shifts too.

VAC therapy

None

More mental health and indigenous awareness.

Nil

NA

It covers the most needed part of clinical. very useful and helpful

Preparation for nclex, Nclex review

Adding more clinical practice hours.

The exam questions should be more relevant to NCLEX. Taking the Nclex exam after the GNIE, was very hard, felt like GNIE didn't prepare us for it. U world program has great questions and rationales.

1. Health Informatics and Technology 2. Public Health and Health Promotion 3. Advanced Pharmacology

None

Flexibility ... this programe is about incorporating skills into international nurses to achieve their Canadian RN dream ! Please be aware that they are not individuals going through this programe , they are the families going through this !!! Please incorporate more flexible teaching and clinical hours to all these aspiring nurses.

Ethics is a major subject that was not deeply integrated

None

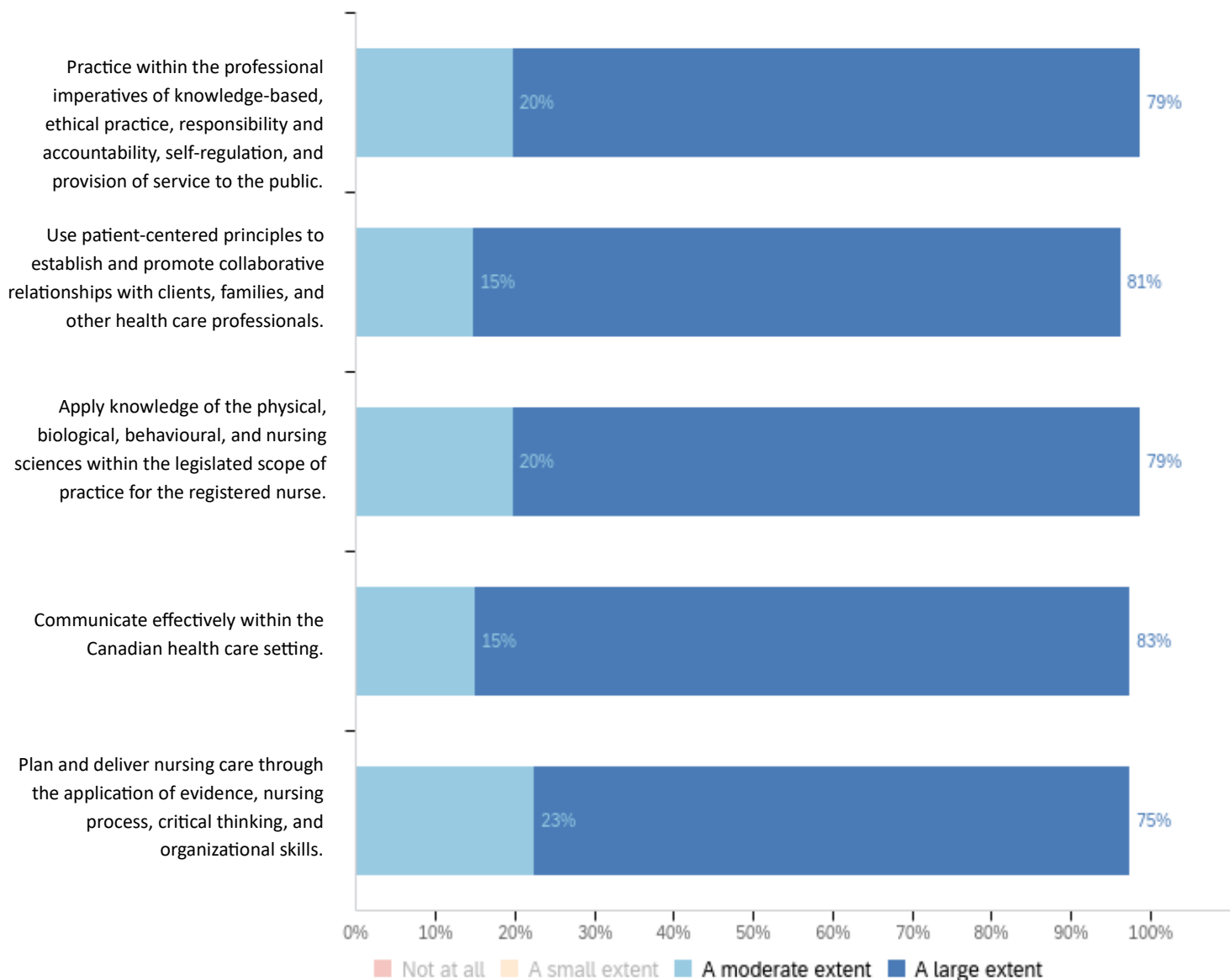
probably more on geriatrics?

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

7. To what extent did KPU's Graduate Nurse Internationally Educated Re-Entry program help you develop each of the following Program Learning Outcomes?



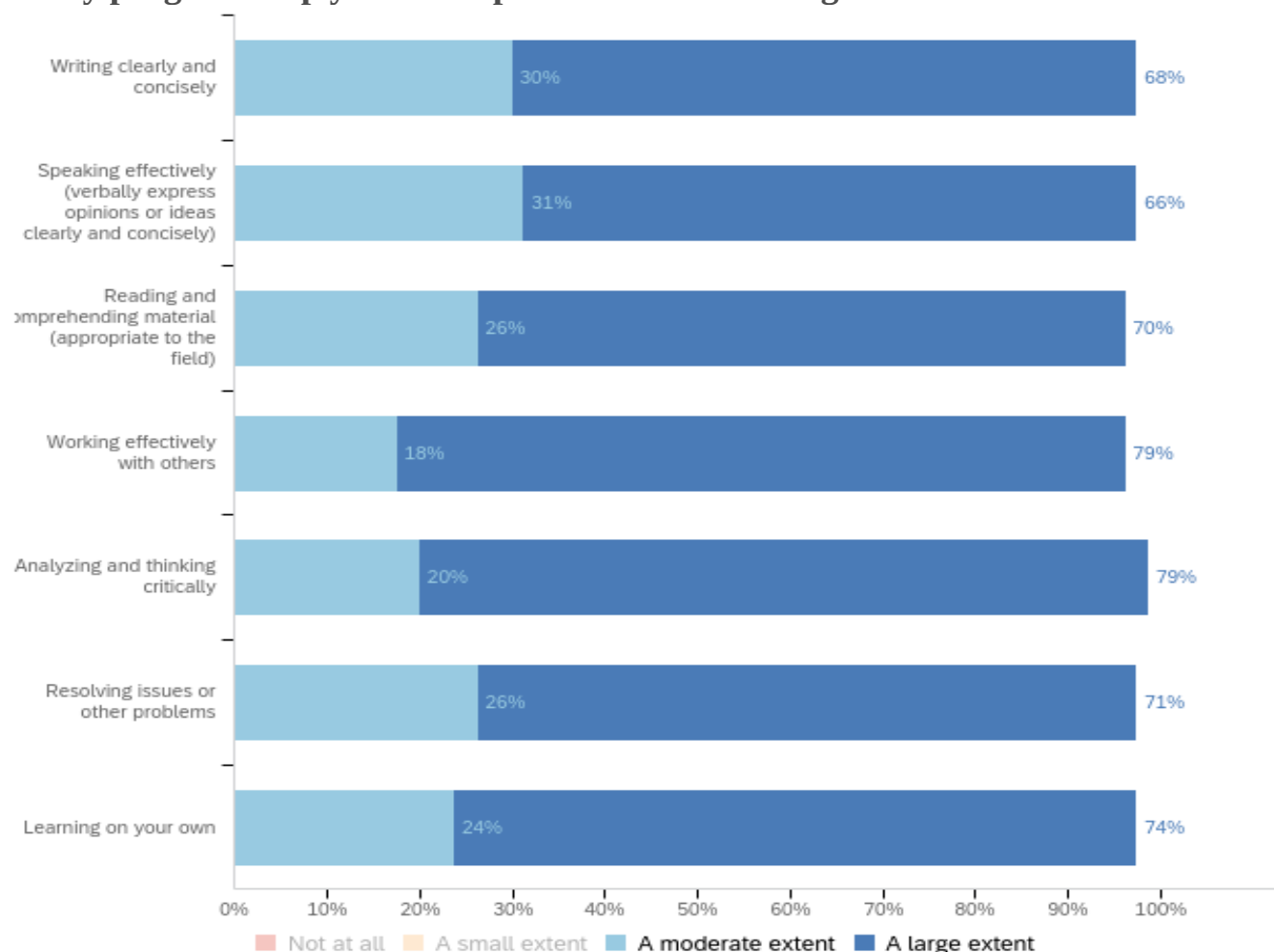
Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Practice within the professional imperatives of knowledge-based, ethical practice, responsibility and accountability, self-regulation, and provision of service to the public.	0%	1%	20%	79%	81
2	Use patient-centered principles to establish and promote collaborative relationships with clients, families, and other health care professionals.	0%	4%	15%	81%	81

3	Apply knowledge of the physical, biological, behavioural, and nursing sciences within the legislated scope of practice for the registered nurse.	0%	1%	20%	79%	81
4	Communicate effectively within the Canadian health care setting.	0%	3%	15%	83%	80
5	Plan and deliver nursing care through the application of evidence, nursing process, critical thinking, and organizational skills.	0%	3%	23%	75%	80

Are appropriate opportunities provided to help students acquire the essential skills?

8. To what extent did KPU's Graduate Nurse Internationally Educated Re-Entry program help you develop each of the following essential skills?



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	3%	0%	30%	68%	80
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	0%	3%	31%	66%	80
3	Reading and comprehending material (appropriate to the field)	3%	1%	26%	70%	80
4	Working effectively with others	0%	4%	18%	79%	80
5	Analyzing and thinking critically	1%	0%	20%	79%	80

6	Resolving issues or other problems	1%	1%	26%	71%	80
7	Learning on your own	1%	1%	24%	74%	80

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

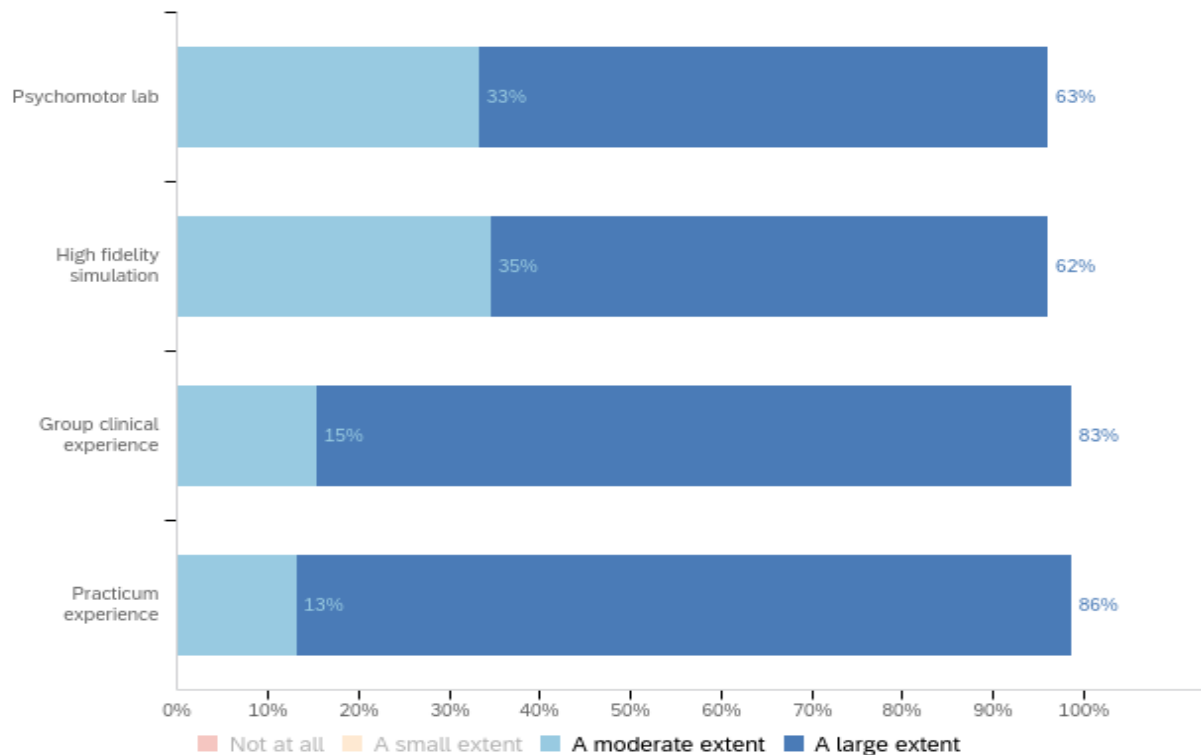
9. To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you had sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	3%
4	Somewhat agree	23%
5	Strongly agree	74%
	Total number of respondents	78

10. Indicate the extent the work-integrated learning opportunities contributed to your learning.



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Psychomotor lab	0%	4%	33%	63%	78
2	High fidelity simulation	0%	4%	35%	62%	78
3	Group clinical experience	0%	1%	15%	83%	78
4	Practicum experience	0%	1%	13%	86%	76

Does the program design ensure students are prepared for subsequent courses?/Are students making satisfactory progress in the program?

11. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program as a whole, to what extent do you agree that the prerequisites offered prepared you for more advanced courses?



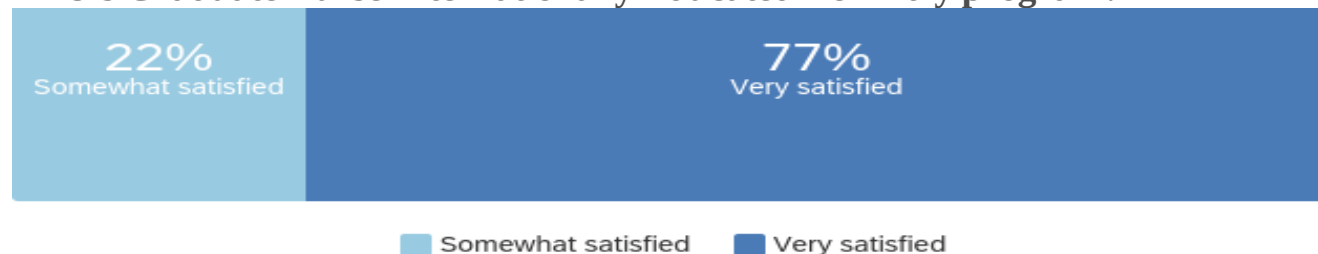
Note that “neutral” and “negative” categories are excluded from the chart, leaving only the “positive” categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of “neutral” versus “negative” responses.

#	Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program as a whole, to what extent do you agree that the prerequisites offered prepared you for more advanced courses?	Percentage
1	Strongly disagree	3%

2	Somewhat disagree	1%
3	Neither agree nor disagree	1%
4	Somewhat agree	35%
5	Strongly agree	60%
	Total number of respondents	78

Does the instruction meet the needs of diverse learners?

12. Overall, how satisfied are you with the instruction you have received in KPU's Graduate Nurse Internationally Educated Re-Entry program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the instruction you have received in KPU's Graduate Nurse Internationally Educated Re-Entry program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	1%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	22%
5	Very satisfied	77%
	Total number of respondents	78

13. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

think employing clinical instructors that are assigned to the ward or hospital itself had a great impact in my experience as the clinical instructor was really familiar with the protocols and had established rapport already with the staff. Instructors in the classroom were knowledgeable

student-friendly and convenient

most instructors are very well, one of them did not prepare for the class but i can not remember the name of the instructor

Effective

We were 1st covid class.everything was online and virtual.we had to cope with reading lots of materials and collaboration with others was challenging.however the materials were adequate.just needed experiences shared by instructors on how things were done.

Very well planned curriculum

They are all approachable and considerate.

The self study, self preparation and lots of project, homework, research was all new style to me.

The program is divided in semester in which each semester offers academic sessions, both lecture and lab and clinicals which overall help IEN's prepare to become an efficient RN.

The program is delivered by knowledgeable instructors with extensive clinical experience, ensuring students receive practical insights alongside theoretical learning. The use of case studies, group discussions, and hands-on activities fosters engagement and helps students apply concepts in real-world scenarios. The combination of online modules and in-person classes offers

flexibility while maintaining opportunities for face-to-face interaction and skill development. Lessons are organized logically, with clear objectives and outcomes, making it easier for students to follow the curriculum. Instructors are approachable, provide constructive feedback, and offer additional support when needed, which helps students build confidence. The integration of simulation labs and clinical practice enhances students' hands-on experience and prepares them for real healthcare settings.

The program delivers the instruction very well.

The blended method of delivery of program was very helpful.

Strong knowledge And skills

Strong Canadian experience exposure, very relevant to working in Canada setting

Strength In-person classes and clinical Training

Practical-based not more on making reports or presentation

Outstanding...

Open communication with the instructors

Online delivery during covid helped a lot

NA.

KPU's Graduate Nurse Internationally Educated Re-Entry (GNIE) program delivers instruction effectively through a blend of theoretical learning, hands-on practice, and clinical experience. The instructors are knowledgeable and experienced in Canadian nursing standards, providing valuable insights into professional practice. Interactive teaching methods, including case studies, simulations, and group discussions, help reinforce critical thinking and decision-making skills. The program also emphasizes small class sizes and individualized support, allowing for better engagement and mentorship. Additionally, the structured clinical practicums ensure students gain real-world experience, bridging the gap between classroom learning and professional nursing practice in Canada.

It's a great program for our IEN to start the RN journey

It was accurate.

Introduction to canadian health care is the major component

Instructors were great.they were able to provide clear instructions.

In person classes and lab work

I really love the GNIE course and how it is executed along with the faculty members. I had bad experience during my time but overall I would say the faculty member is 90% good.

I am satisfied.

Hands-on experience that prepares students on actual canadian practice during clinicals.

Great professors

Experienced tutors and well equipped labs

Different teachers help student as teachers have their weaknesses too

Clinicals are the strength. That's it. Then lab somewhat as students can practice set up , communication and critical thinking.

Can't fully comment as my cohort was during COVID

Blended courses

Blended class is very practical.

Areas for student involvement

1. Integration of Theory and Practice Strength: The program effectively combines theoretical knowledge with hands-on clinical practice, ensuring students can apply what they learn in real-world settings. Why It Matters: This balance prepares IENs for the demands of Canadian nursing practice and builds confidence in their skills. 2. Focus on Canadian Nursing Standards Strength: Instruction aligns with Canadian Nurses Association (CNA) competencies and provincial regulatory requirements, ensuring graduates meet national standards. Why It Matters: This alignment is critical for IENs to successfully integrate into the Canadian healthcare system.

- promotes self advocacy - focus on growth - good communication

14. Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvement in program instruction.

Increasing the number of practical skill sessions and simulation-based learning opportunities would allow students to build confidence before clinical placements.

Na

Nothing

NA

None

More hands on in laboratory and familiarized with the equipments like alaris. Do not do clinicals in Richmond Hospital surgery dept not too much to learn for surgery, considere st paul and other hospital because they have more complex cases that will really help the students

Nothing

Not applicable

None.

in class

Help provide accommodation for student out of the Vancouver area

In-Person would be more beneficial than offline classes.

Stop theory , stop 1 year duration, your teachers themselves were bored , reading off of a text like children in school. It's unnecessary. Theory is self study for all students due to nclex , so let them do evolve elsevier. Let them do lab practice which only needs one month, give them 3 months clinical. The whole program shrinks to 5 months.

Nothing

in my opinion, the delivery of teaching across the program was great and I have nothing to suggest or change

none.

I would have really appreciated if some of my instructors were pretty clear and concise on how we were being graded during our clinical experience. They weren't pretty clear on what they required from us to pass the sem, rather we I would say more of us felt that we were patted excellent overall and saw different comments when we had evaluation. It was moreover confusing and waste of our efforts and time. We would have done much better job if we were told in face what was missing rather than just being patted around for the sake of it. Apart from them, there also were some instructors who were who transparent on their comments which made us work harder.

Review teaching focus on NCLEX instead of teaching the topic as a whole

None

More in class engagement

It was material based.would have included scenarios from actual experiences from instructors so students can grasp the situation on with the insights of someone with more experience

Na

Can't fully comment as my cohort was during COVID

Hire experienced and responsible instructors

More in person classes needed.

More clinical hours.

The Instructors should make the lectures and give the most important point of each chapter(I completed online course during Covid) it was very hard to keep the pace with all the assignments and before the exams to read/learn about others groups assignments. A comprehensive booklet should be made for each course. The material is so much and a non English speaker student would have hard time figuring out what is importance, what is not. By reading everything takes a lot of energy. The clinicals were the most critical part of the course. Clinicals should be schedules in the middle of the week, where is no statutory day affecting the clinical day...missing a day from hospital because of stat is a big loss for students, while missing a course day wasn't a big deal as each course was self study anyways.

Preceptorship with one nurse will be more effective

1. Increase Interactive and Hands-On Learning Suggestion: Incorporate more interactive teaching methods, such as case-based learning, role-playing, and group discussions, to engage students actively. Why: Interactive learning helps students retain

information better and apply it in real-world scenarios. 2. 2. Expand Simulation-Based Training Suggestion: Invest in advanced simulation technology to replicate complex clinical scenarios, including emergency situations and interdisciplinary teamwork. Why: High-fidelity simulations can help IENs build confidence and competence in high-pressure situations before entering real-world practice.

Online courses are preferable. I live in Vancouver and have to travel to langely for the classes

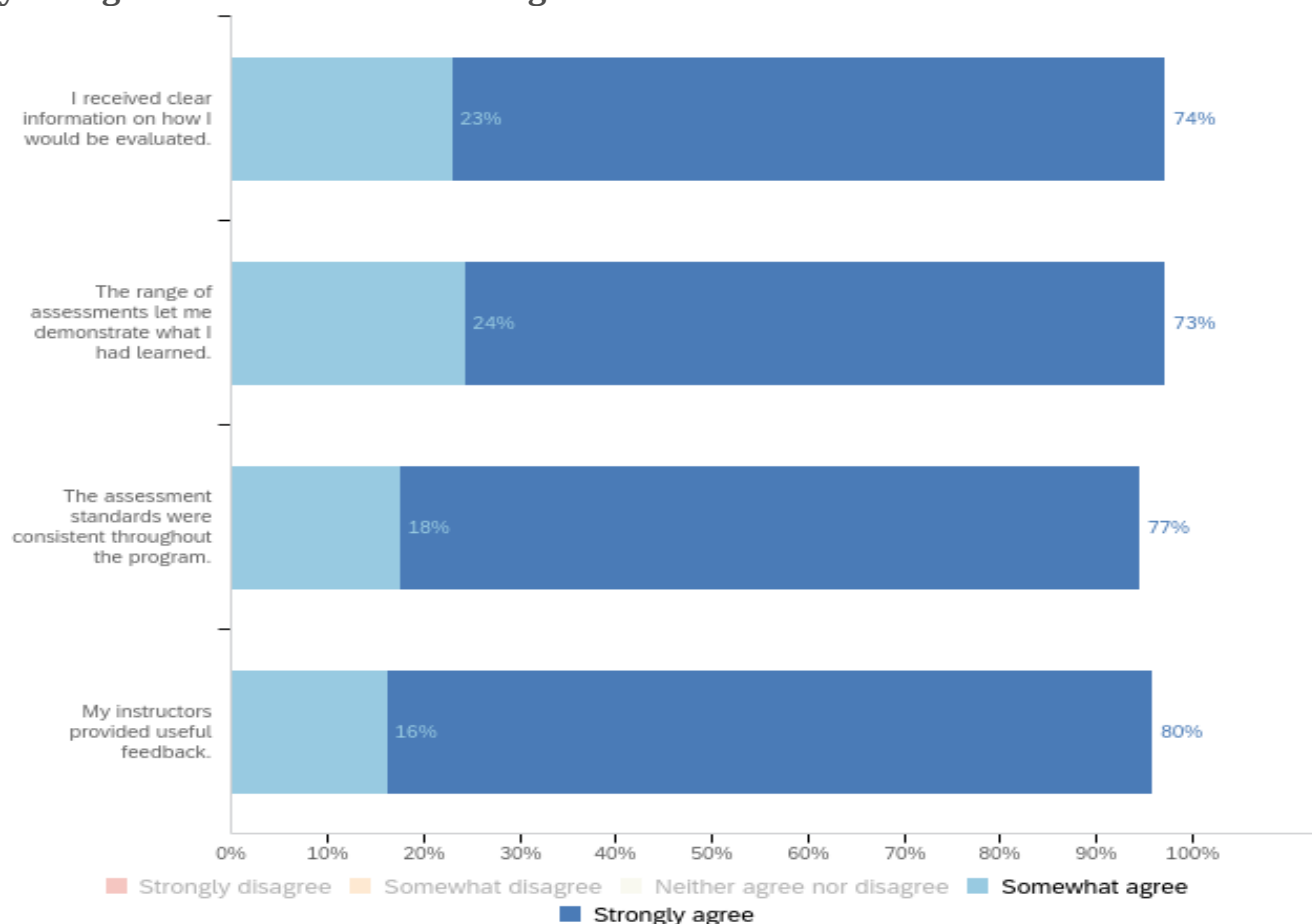
Please update the exams and activities, as the answers have already been circulated among students. This prevents the development of critical thinking skills and limits the effectiveness of the program.

None

None

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

15. Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I received clear information on how I would be evaluated.	0%	3%	0%	23%	74%	74
2	The range of assessments let me demonstrate what I had learned.	1%	1%	0%	24%	73%	74

3	The assessment standards were consistent throughout the program.	0%	3%	3%	18%	77%	74
4	My instructors provided useful feedback.	0%	1%	3%	16%	80%	74

Are graduates of the program successful?

Further Education

16. Have you pursued further education since completing KPU's Graduate Nurse Internationally Educated Re-Entry program?

#	Have you pursued further education since completing KPU's Graduate Nurse Internationally Educated Re-Entry program?	Percentage
1	Yes	22%
2	No	78%
	Total number of respondents	73

17. Please list the name of the program and the institution where you enrolled after completing KPU's Graduate Nurse Internationally Educated Re-Entry program.

BCIT Critical Care Nursing Specialty

BCIT Critical care

BCIT Specialty Program

Bcit specialty nursing program

Chemotherapy

Critical Care Nurse Specialty

ECEP

MSc Nursing. UNBC

Maxwell group if management

Nephrology

18. What is the highest credential you have earned or are currently pursuing since completing KPU's Graduate Nurse Internationally Educated Re-Entry program?

#	What is the highest credential you have earned or are currently pursuing since completing KPU's Graduate Nurse Internationally Educated Re-Entry program? - Selected Choice	Percentage
1	Diploma	8%
2	Associate's Degree	0%
3	Bachelor's Degree	23%
4	Master's Degree	23%
5	Doctorate	0%
6	Professional designation (Please specify)	15%
7	Other (Please specify)	31%
	Total number of respondents	13

Other (Please specify) - Text

Certificate

CCU in house program by fraser health

Certificate

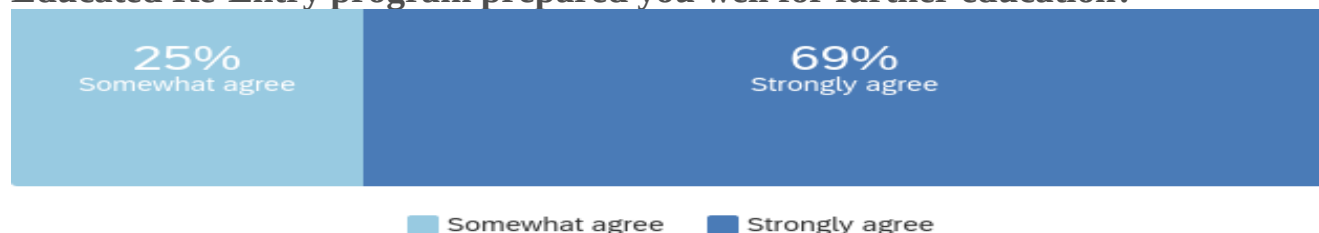
Critical care nurse

Professional designation (Please specify) - Text

EMERGENCY

Cneph(C)

19. To what extent do you agree that KPU's Graduate Nurse Internationally Educated Re-Entry program prepared you well for further education?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that KPU's Graduate Nurse Internationally Educated Re-Entry program prepared you well for further education?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	0%
3	Neither agree nor disagree	6%
4	Somewhat agree	25%
5	Strongly agree	69%
	Tota number of respondents	16

Employment

20. Are you currently employed in a field related to what you studied at KPU?

#	Are you currently employed in a field related to what you studied at KPU?	Percentage
1	Yes	88%
2	No	12%
	Total number of respondents	73

21. Which of the following best describes your current employment situation?

#	Which of the following best describes your current employment situation?	Percentage
1	Full-time regular position	69%
2	Part-time regular position	23%
3	Contract position	0%
4	Casual or temporary position	8%
5	Self-employed	0%
	Total number of respondents	64

22. What is your position/role/job title?

registered nurse

registered nurse

registerd nurse

community health nurse

Staff RN

Renal Nurse

Registered nurse

Registered nurse

Registered nurse

Registered nurse

Registered nurse

Registered nurse

Registered nurse

Registered nurse

Registered Nurse / Patient care coordinator

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

Registered Nurse

RN

RN

RN

RN

RN

RN
RN
RN
RN
RN
RN
RN
RN
RN
RCC
Operating room jobs nurse
Operating Room Nurse (Cardiac Nurse)- BC Children's
Oncology RN
OR nurse
Nursw
Nurse
Nurse
Nurse
Neurosciences med-surge RN
Genral Surgery Nurse
ER RN
Clinical Resource/ Educator Nurse

**23. Could you specify the organization where you are currently employed?
This information will help us better determine KPU graduates' career
trajectories.**

Fraserhealth
Vch
Fraser Health
PHSA
Island Health
IHA VJH
Long term
VCH
St Pauls Hospital
Vch
Fraser Health
fraser heatlh authority
VCH
FHA
VCH
FHA
CBI Health. Ottawa

ARH, Emergency
VGH
VCH Richmond Hospital 3 South Acute Medicine/Telemetry
Vancouver Coastal Health
Fraser Health
Richmond general Hospital
St Paul's Hospital
PHSA BC Children's Hospital
FHA
Fraser Health Authority-Royal Columbian Hospital
Interior Health
VGH ICU
VCH
Vancouver coastal health
Vancouver coastal health
Vch
Fraser Health
Fraser Health
Fraser Health
Vancouver coastal health
VCH
FH
Island Health
Fraser Health.
SMH
Fraser Health
Vancouver General Hospital
Vancouver Coastal Health
VCH
Fraser Health Authority-SMH
Fraserhealth
Covenant health Alberta
Vancouver Coastal health
ST pauls hospital
Fraser Health
Fraserhealth
Fraserhealth
FHA
Murse
Vancouver Coastal Health
Vancouver General Hospital
Fraser Health

24. Were you previously employed in a field related to what you studied at KPU?

#	Were you previously employed in a field related to what you studied at KPU?	Percentage
1	Yes	44%
2	No	56%
	Total number of respondents	9

25. Which of the following best describes your previous employment situation?

#	Which of the following best describes your previous employment situation?	Percentage
1	Full-time regular position	50%
2	Part-time regular position	25%
3	Contract position	0%
4	Casual or temporary position	25%
5	Self-employed	0%
	Total number of respondents	4

26. What was your position/role/job title?

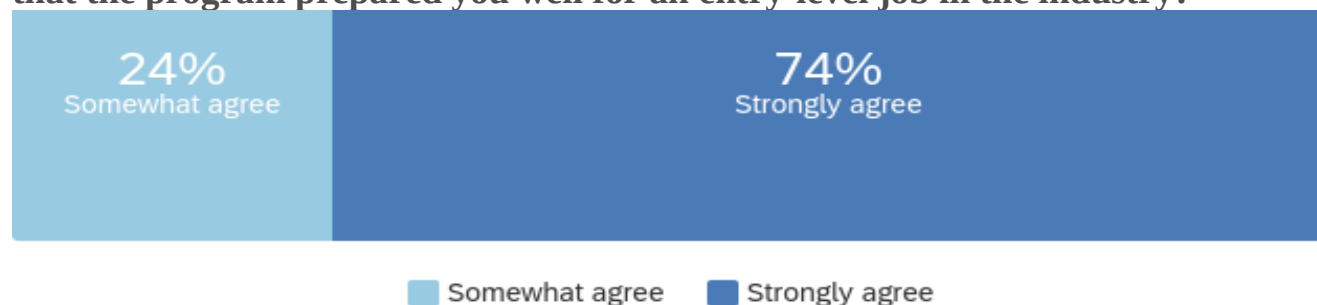
What was your position/role/job title?

RN Patient Care Coordinator

Health Care Assistant

Chw

27. Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Based on your experience since graduating, to what extent do you agree that the program prepared you well for an entry-level job in the industry?	Percentage
1	Strongly disagree	1%
2	Somewhat disagree	1%

3	Neither agree nor disagree	0%
4	Somewhat agree	24%
5	Strongly agree	74%
	Total number of respondents	68

28. Please identify the skills/knowledge area(s) you felt were missing for an entry-level job in your industry.

- few preceptor shifts can be helpful at the end of the course.

Collaborating with allied health professionals and discharges.

Critical thinking

Emergency situations and multi tasking skills

Familiarity with the equipments

Hands on practice esp with IV insertion, night duties esp checking orders or MAR, understanding how orders are processed esp in the absence of a unit clerk.

I think what's missing is more preparation for my goal of returning to the operating room. I know for a fact that after completing GNIE, I will apply for the Operating Room. It would have been nice if the school specialized the program for nurses in these specific fields. I appreciate that HR from another authority visited once, but they explained that we can't aspire to work in specialized departments right away and must first start in the medical-surgical ward. However, that contradicts my own experience.

Iv insertion

Mental health issues

More clinical hours or preceptorship will be more helpful

NA

NOT SURE, MAYBE MORE INFORMATION ABOUT FIRST NATION.

Night shifts and chart checking are valuable components of practical training. To develop independence in a fast-paced environment, students may benefit from additional hands-on experience. Those interested in Emergency or ICU should be given opportunities to train in these specialized areas.

Nil

None

None

Not a lot really. KPU GNIE strongly prepared us to be better Canadian RNs. We are more confident into entering nursing because of them

Not all but majority of clinical skills were taught during my Laboratory class.

Not much as practicum and clinicals filled those up to the student to take the initiative to get to experience what he has not.

Nothing

Nothing

Nothing was missing

Ostomy care

Remove CVC

Skills

Speciality unit skills.

Technical skills

There needs to be more preceptorship hours included. The clinical practices are crucial. I have learned more on clinicals then completing all those assignments that I felt I have learned nothing from it

We had practicum at three different locations and each day we were paired with a new nurse. Very fragmented learning experience. It didn't help me to adjust to the real nursing job.

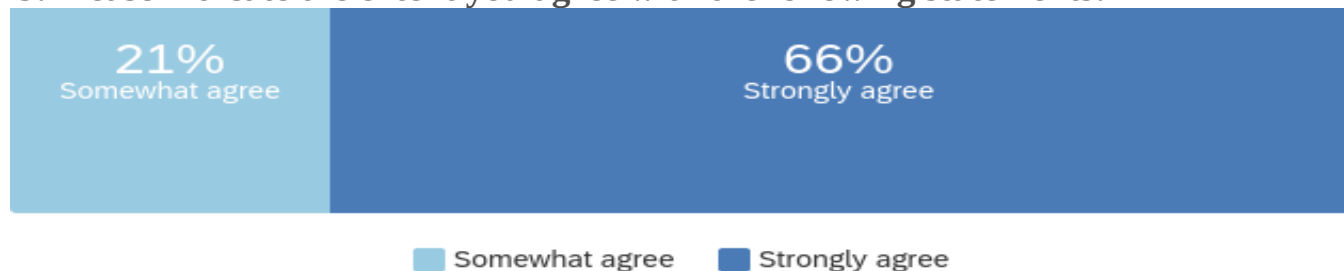
fully prepared

none..

Does the program have the connections to the discipline/sector to remain current?

Alumni Connections

29. Please indicate the extent you agree with the following statements:



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories to enable quick comparisons between items. For items with low positive percentages, use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	The program provided me with opportunities to develop connections with industry/potential employers.	1%	1%	11%	21%	66%	73
2	I am provided with opportunities to stay connected to the Graduate Nurse Internationally Educated Re-Entry program.	1%	3%	8%	25%	63%	73

30. What can the program do to build better connections with alumni?

NA

Focus should be on in person classes instead of online classes and exams.

I don't know

None

Mails, magazines, group meet ups

Check ins through messaging or email

No comments

Reunions

Yearly Alumni Meeting.

What you are doing currently is sufficient. Any more will be a bother.

Survey like this

Create meaningful engagement opportunities such as mentorship programs, alumni panel and guest lectures and networking events.

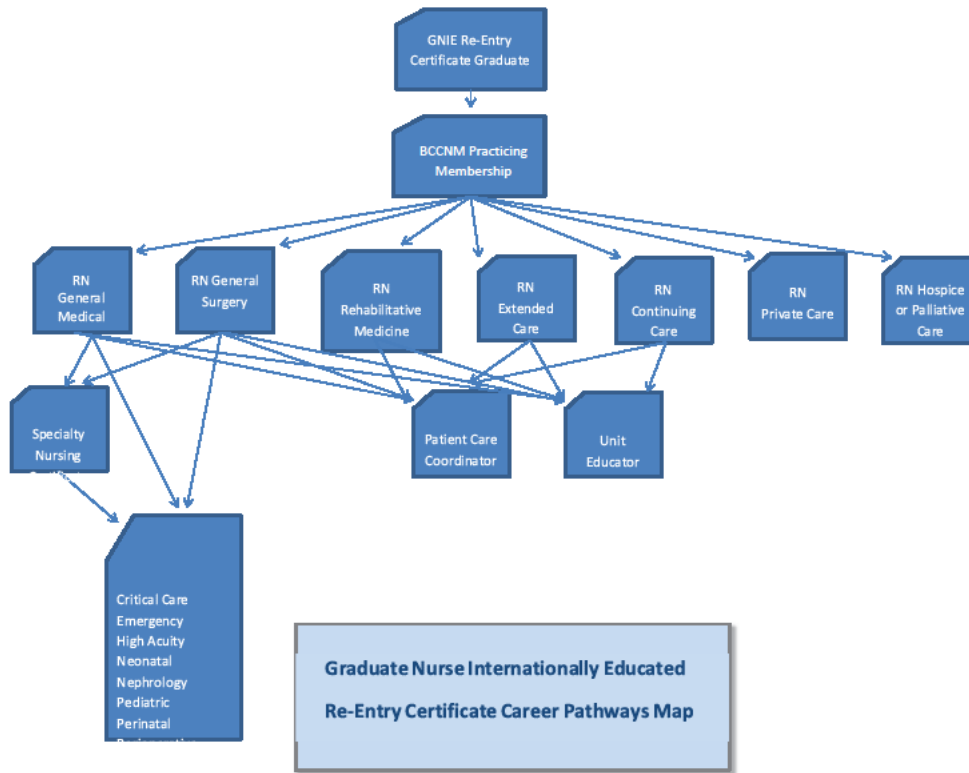
I think checking in with their Alumni. Probably have somebody contact an Alumni, set a Zoom call appointment or a call to see where they are and what not. I think having an Alumni's perspective on stuff and be a resource for people currently undergoing the program can give them some encouragement or idea of what its like working and graduating from KPU GNIE program

participation in school alumni events.

I hope some of the graduates are also part of the alumni so it can better the course and future IENs who wish to be a part of the GNIE community.

Have Facebook group page
Reunion
None
Gathering events
Do tracer on all graduates and create a showcase on the achievement of those who graduate during graduation and start of class.as source of inspiration for others
Not sure
ALUMNI DID PRETTY WELL
Regular email communications
Maybe by setting up annual gatherings or any catching-up events. Providing opportunities for Alumni to become part of health care faculty.
Invite alumni to meet students in class, and tell them their experiences. Connect them with GNIE students in the hospital, to teach students, pass on the experience. Canadian educated nurses don't know what it feels like to be a GNIE student. They have high expectations of students when students come to practicum..saying they should know this or that. Well, in other countries we don't listen to patients chest, heart, bowel..etc. that is what Drs do. We used the stethoscope only to take the blood pressure with the manual BP machine. We cannot tell Dr's what we think the dr should do for the patients. Dr tells/commands nurses what to do.
Reunions
1. Send Regular Updates Action: Share program news, achievements, and updates through newsletters or email campaigns. Why: Keeping alumni informed about the program's progress maintains their connection and interest. 2. Create an Alumni Network Action: Establish a formal alumni network or association to keep graduates connected with the program and each other. Why: A structured network provides a platform for alumni to share experiences, offer support, and stay engaged with the program.
Still receiving emails from the university.
More surveys with prizes
News

Appendix B Career Pathways Map



REGISTERED NURSES

Entry-Level Competencies for Registered Nurses



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About This Document

The introduction provides information about how the British Columbia College of Nurses and Midwives (formerly the British Columbia College of Nursing Professionals) uses entry-level competencies for registered nurses to carry out BCCNM's public protection mandate under the B.C. Health Professions Act. The introduction is followed by four Parts:

Part 1 outlines the national processes for revising registered nurse entry-level competencies and presents the overarching principles with the revised competencies.

Part 2 discusses provincial consultation and elaborates upon changes in the organizing framework for the revised competencies.

Part 3 sets out key linkages between the revised competencies for each of the 3 sets of BCCNM Standards of Practice: A. Professional Standards; B. Practice Standards; and, C. Scope of Practice for Registered Nurses: Standards, Limits and Conditions.

Part 4 identifies key interpretative considerations within the B.C. provincial context that give emphasis to related competencies.

Appendices contain a glossary and references.

Introduction

Entry-level competencies (ELCs) establish part of the requirements for registration of a person as a member of the college under the [B.C. Health Professions Act](#), Duties and Objects of a college 16 (2)(c) and 19 (m). From this regulatory perspective, graduates of registered nurse education programs recognized by BCCNM are expected to achieve the BCCNM entry-level competencies and the Standards of Practice and, therefore, be eligible to proceed in the BCCNM registration process.

Nursing regulatory bodies develop entry-level competencies primarily for use in relation to regulatory functions. This needs to be considered by those who may use the competencies for other purposes. BCCNM uses entry-level competencies consistently for the regulatory purpose of recognizing nurse education programs. The entry-level competencies are also used to assess applicants seeking re-instatement of registration and internationally educated applicants seeking registration; to provide input for registration examinations; as a reference point for regulatory practice consultation and professional conduct matters. They also help inform employers and the public about the practice expectations of entry-level registered nurses.

Part 1: National Revision Processes

The Registered Nurse Entry-Level Competencies (RN ELCs) have been revised through national processes since 2004. They are revised every five to seven years to keep the RN ELCs updated, relevant to nursing practice, and consistent among the jurisdictions, thereby supporting the workforce mobility requirements of the Canadian Agreement on Internal Trade.

In 2017, the Canadian Council of Registered Nurse Regulators (CCRNR) initiated a project to revise the RN ELCs. A Jurisdictional Working Group of Staff (WG) from 11 registered nurse regulators in Canada provided direction to the project consultant retained by CCRNR. The definition for entry-level competencies used in the project was *“an observable ability of a registered nurse at entry-level that integrates the knowledge, skills, abilities, and judgment required to practice nursing safely and ethically. A client refers to a person or people who benefit from registered nursing care and, where the context requires, includes a substitute decision maker for the recipient of nursing services. Clients may be an individual, a family, group, community or population.*

The national project consisted of four iterative phases of consultation:

1. Consultation and assessment of current competencies through nine national on-line focus groups; review of selected recent literature; and informal e-scan contributions from WG members.

2. Subject matter expert group (one from each jurisdiction) developed first draft of revisions.
3. Jurisdictional Webinars about the draft revisions followed by feedback from each jurisdiction.
4. National online survey of all registered nurses in the 11 participating jurisdictions about the importance and appropriate level of revised competencies.

After each consultation phase above, the WG considered the results to improve the draft competencies during five in person meetings, augmented by numerous teleconferences.

B.C. registered nurses in education and practice, as well as other B.C. stakeholders, participated in each consultation and feedback phase of the national project. BCCNM staff held several discussions with the Nursing Education Council of B.C. (NECBC) about the revisions as the project progressed. Staff communicated with, and obtained feedback from, the B.C. Ministry of Health, Nursing Policy Secretariat, and Provincial Health Authorities.

The sections that follow present the nationally developed principles and competencies approved by the BCCNM board to become effective on December 31, 2020 for regulatory purposes in British Columbia.

PRINCIPLES FOR REGISTERED NURSE ENTRY-LEVEL COMPETENCIES

The following overarching principles apply to the education and practice of entry-level registered nurses:

1. Requisite skills and abilities are required to attain the entry-level competencies.
2. The entry-level registered nurse (RN) is a beginning practitioner. It is unrealistic to expect an entry-level RN to function at the level of practice of an experienced RN.
3. The entry-level RN works within the registered nursing scope of practice, and appropriately seeks guidance when they encounter situations outside of their competence.
4. The entry-level RN is prepared as a generalist to practice safely, competently, compassionately, and ethically:
 - in situations of health and illness,
 - with all people across the lifespan,
 - with all recipients of care: individuals, families, groups, communities, and populations,
 - across diverse practice settings, and
 - using evidence-informed practice.
5. The entry-level RN has a strong foundation in nursing theory, concepts and knowledge; health and sciences; humanities; research; and ethics from education at the baccalaureate

level.

6. The entry-level RN practices autonomously within legislation, practice standards, ethics, and scope of practice in their jurisdiction.
7. The entry-level RN applies the critical thinking process throughout all aspects of practice.

REGISTERED NURSE ENTRY-LEVEL COMPETENCIES

The national project elaborated upon the [CanMEDS](#) (Frank, Snell & Sherbino, 2015) Physician Competency Framework developed by the Royal College of Physicians and Surgeons of Canada to organize the revised competencies in the following nine roles:

1. Clinician (RN)	4. Collaborator	7. Advocate
2. Professional	5. Coordinator	8. Educator
3. Communicator	6. Leader	9. Scholar

The “roles” in this framework represent a way to categorize competencies within broad themes and are not formal employment roles for positions or job descriptions in practice. Integration of all nine roles enables the entry-level RN to provide safe, competent, ethical, compassionate, and evidence- informed nursing care in diverse practice settings. Some concepts are relevant to multiple roles. For the sake of clarity and to avoid unnecessary repetition, some key concepts may be stated once and assumed to apply to all roles.

1. Clinician (Registered Nurse)

Registered nurses are clinicians who provide safe, competent, ethical, compassionate, and evidence-informed care across the lifespan in response to client needs. Registered nurses integrate knowledge, skills, judgment and professional values from nursing and other diverse sources into their practice.

No.	Competency
1.1	Provides safe, ethical, competent, compassionate, client-centred and evidence-informed nursing care across the lifespan in response to client needs.
1.2	Conducts a holistic nursing assessment to collect comprehensive information on client health status.
1.3	Uses principles of trauma-informed care which places priority on trauma survivors' safety, choice, and control.
1.4	Analyses and interprets data obtained in client assessment to inform ongoing decision-making about client health status.
1.5	Develops plans of care using critical inquiry to support professional judgment and reasoned decision-making.
1.6	Evaluates effectiveness of plan of care and modifies accordingly.
1.7	Anticipates actual and potential health risks and possible unintended outcomes.
1.8	Recognizes and responds immediately when client safety is affected.
1.9	Recognizes and responds immediately when client's condition is deteriorating
1.10	Prepares clients for and performs procedures, treatments, and follow up care.
1.11	Applies knowledge of pharmacology and principles of safe medication practice.
1.12	Implements evidence-informed practices of pain prevention, manages client's pain, and provides comfort through pharmacological and non-pharmacological interventions.
1.13	Implements therapeutic nursing interventions that contribute to the care and needs of the client.
1.14	Provides nursing care to meet palliative and end-of-life care needs.
1.15	Incorporates knowledge about ethical, legal, and regulatory implications of medical assistance in dying (MAiD) when providing nursing care.
1.16	Incorporates principles of harm reduction with respect to substance use and misuse into plans of care.

No.	Competency
1.17	Incorporates knowledge of epidemiological principles into plans of care.
1.18	Provides recovery-oriented nursing care in partnership with clients who experience a mental health condition and/or addiction.
1.19	Incorporates mental health promotion when providing nursing care.
1.20	Incorporates suicide prevention approaches when providing nursing care.
1.21	Incorporates knowledge from the health sciences, including anatomy, physiology, pathophysiology, psychopathology, pharmacology, microbiology, epidemiology, genetics, immunology, and nutrition.
1.22	Incorporates knowledge from nursing science, social sciences, humanities, and health-related research into plans of care.
1.23	Uses knowledge of the impact of evidence-informed registered nursing practice on client health outcomes.
1.24	Uses effective strategies to prevent, de-escalate, and manage disruptive, aggressive, or violent behaviour.
1.25	Uses strategies to promote wellness, to prevent illness, and to minimize disease and injury in clients, self, and others.
1.26	Adapts practice in response to the spiritual beliefs and cultural practices of clients.
1.27	Implements evidence-informed practices for infection prevention and control.

2. Professional

Registered nurses are professionals who are committed to the health and well-being of clients. Registered nurses uphold the profession's practice standards¹ and ethics and are accountable to the public and the profession.

No.	Competency
2.1	Demonstrates accountability, accepts responsibility, and seeks assistance as necessary for decisions and actions within the legislated scope of practice.
2.2	Demonstrates professional behaviour, confidence, honesty, integrity, and respect in all interactions.
2.3	Exercises professional judgment when using agency policies and procedures, or when practising in their absence.

¹ In the regulatory jurisdiction of B.C., the profession's practice standards are the BCCNM Standards of Practice.

No.	Competency
2.4	Maintains client privacy, confidentiality, and security by complying with legislation, practice standards, ethics, and organizational policies.
2.5	Identifies the influence of personal values, beliefs, and positional power on clients and the health care team and acts to reduce bias and influences.
2.6	Establishes and maintains professional boundaries with clients and the health care team.
2.7	Identifies and addresses ethical and moral issues using ethical reasoning, seeking support when necessary.
2.8	Demonstrates professional judgment to ensure social media and information and communication technologies (ICTs) are used in a way that maintains public trust in the profession.
2.9	Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by assessing own practice and individual competence to identify learning needs ² . developing a learning plan using a variety of sources seeking and using new knowledge that may enhance, support, or influence competence in practice Implementing and evaluating the effectiveness of the learning plan and developing future learning plans to maintain and enhance competence as a registered nurse.
2.10	Monitors and maintains own fitness to practice.
2.11	Adheres to the duty to report.
2.12	Distinguishes between the mandates of regulatory bodies, professional associations, and unions.
2.13	Recognizes, acts on, and reports, harmful incidences, near misses, and no harm incidences.
2.14	Recognizes, acts on, and reports actual and potential workplace and occupational safety risks.

3. Communicator

Registered nurses are communicators who use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.

² See BCCNM Quality Assurance Program and resources <https://bccnm.ca/RN/QA/Pages/Default.aspx>

No.	Competency
3.1	Introduces self to clients and health care team members by name, and professional designation (protected title).
3.2	Engages in active listening to understand and respond to the client's experience, preferences, and health goals.
3.3	Uses evidence-informed communication skills to build trusting, compassionate, and therapeutic relationships with clients.
3.4	Uses conflict resolution strategies to promote healthy relationships and optimal client outcomes.
3.5	Incorporates the process of relational practice to adapt communication skills.
3.6	Uses information and communication technologies (ICTs) to support communication.
3.7	Communicates effectively in complex and rapidly changing situations.
3.8	Documents and reports clearly, concisely, accurately, and in a timely manner.

4. Collaborator

Registered nurses are collaborators who play an integral role in the health care team partnership.

No.	Competency
4.1	Demonstrates collaborative professional relationships.
4.2	Initiates collaboration to support care planning and safe, continuous transitions from one health care facility to another, or to residential, community or home and self-care.
4.3	Determines their own professional and interprofessional role within the team by considering the roles, responsibilities, and the scope of practice of others.
4.4	Applies knowledge about the scopes of practice of each regulated nursing designation to strengthen intraprofessional collaboration that enhances contributions to client health and well-being.
4.5	Contributes to health care team functioning by applying group communication theory, principles, and group process skills.

5. Coordinator

Registered nurses coordinate point-of-care health service delivery with clients, the health care team, and other sectors to ensure continuous, safe care.

No.	Competency
5.1	Consults with clients and health care team members to make ongoing adjustments required by changes in the availability of services or client health status.
5.2	Monitors client care to help ensure needed services happen at the right time and in the correct sequence.
5.3	Organizes own workload, assigns nursing care, sets priorities, and demonstrates effective time management skills.
5.4	Demonstrates knowledge of the delegation process.
5.5	Participates in decision-making to manage client transfers within health care facilities.
5.6	Supports clients to navigate health care systems and other service sectors to optimize health and well-being.
5.7	Prepares clients for transitions in care.
5.8	Prepares clients for discharge.
5.9	Participates in emergency preparedness and disaster management.

6. Leader

Registered nurses are leaders who influence and inspire others to achieve optimal health outcomes for all.

No.	Competency
6.1	Acquires knowledge of the <i>Calls to Action of the Truth and Reconciliation Commission of Canada</i> .
6.2	Integrates continuous quality improvement principles and activities into nursing practice.
6.3	Participates in innovative client-centred care models.
6.4	Participates in creating and maintaining a healthy, respectful, and psychologically safe workplace.
6.5	Recognizes the impact of organizational culture and acts to enhance the quality of a professional and safe practice environment.
6.6	Demonstrates self-awareness through reflective practice and solicitation of feedback.
6.7	Takes action to support culturally safe practice environments.
6.8	Uses and allocates resources wisely.

No.	Competency
6.9	Provides constructive feedback to promote professional growth of other members of the health care team.
6.10	Demonstrates knowledge of the health care system and its impact on client care and professional practice.
6.11	Adapts practice to meet client care needs within a continually changing health care system.

7. Advocate

Registered nurses are advocates who support clients to voice their needs to achieve optimal health outcomes. Registered nurses also support clients who cannot advocate for themselves.

No.	Competency
7.1	Recognizes and takes action in situations where client safety is actually or potentially compromised.
7.2	Resolves questions about unclear orders, decisions, actions, or treatment.
7.3	Advocates for the use of Indigenous health knowledge and healing practices in collaboration with Indigenous healers and Elders consistent with the <i>Calls to Action of the Truth and Reconciliation Commission of Canada</i> . ³
7.4	Advocates for health equity for all, particularly for vulnerable and/or diverse clients and populations.
7.5	Supports environmentally responsible practice.
7.6	Advocates for safe, competent, compassionate and ethical care for clients.
7.7	Supports and empowers clients in making informed decisions about their health care and respects their decisions.
7.8	Supports healthy public policy and principles of social justice.
7.9	Assesses that clients have an understanding and ability to be an active participant in their own care and facilitates appropriate strategies for clients who are unable to be fully involved.
7.10	Advocates for client's rights and ensures informed consent, guided by legislation, practice standards, and ethics.

³Calls to Action #22: "We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients." (p. 3)

No.	Competency
7.11	Uses knowledge of population health, determinants of health, primary health care, and health promotion to achieve health equity.
7.12	Assesses client's understanding of informed consent, and implements actions when client is unable to provide informed consent.
7.13	Demonstrates knowledge of a substitute decision maker's role in providing informed consent and decision-making for client care.
7.14	Uses knowledge of health disparities and inequities to optimize health outcomes for all clients.

8. Educator

Registered nurses are educators who identify learning needs with clients and apply a broad range of educational strategies towards achieving optimal health outcomes.

No.	Competency
8.1	Develops an education plan with the client and team to address learning needs.
8.2	Applies strategies to optimize client health literacy.
8.3	Selects, develops, and uses relevant teaching and learning theories and strategies to address diverse clients and contexts, including lifespan, family, and cultural considerations.
8.4	Evaluates effectiveness of health teaching and revises education plan if necessary.
8.5	Assists clients to access, review, and evaluate information they retrieve using information and communication technologies (ICTs).

9. Scholar

Registered nurses are scholars who demonstrate a lifelong commitment to excellence in practice through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.

No.	Competency
9.1	Uses best evidence to make informed decisions.
9.2	Translates knowledge from relevant sources into professional practice.
9.3	Engages in self-reflection to interact from a place of cultural humility and create culturally safe environments where clients perceive respect for their unique health care practices, preferences, and decisions.

9.4	Engages in activities to strengthen competence in nursing informatics.
9.5	Identifies and analyzes emerging evidence and technologies that may change, enhance, or support health care.
9.6	Uses knowledge about current and emerging community and global health care issues and trends to optimize client health outcomes.
9.7	Supports research activities and develops own research skills.
9.8	Engages in practices that contribute to lifelong learning.

Part 2: Provincial Consultation and Changes to the Organizing Framework

Following the completion of national work, the regulatory body in each jurisdiction validates and approves the RN ELCs to ensure they are consistent with legislation and the Standards of Nursing Practice in the jurisdiction. Provincial consultation in B.C. revealed that many registrants in practice and education, as well as BCCNM practice and policy consultants, identified an application challenge with the revised competencies. The BCCNM Professional Standards of Practice provided the organizing framework for the competencies since 2006. Participants viewed the latter organization as intuitive, familiar, and well aligned with other regulatory requirements. They identified the need to demonstrate a clear connection between revised competencies within the new roles-based framework and the Standards of Practice. Feedback indicated that several directions in the provincial health care system called for a foregrounding of pertinent entry-level competencies.

As a result, BCCNM developed the information in Parts 2-4 of this document to support interpretations about the breadth and depth of entry-level registered nurse practice. BCCNM convened a provincial working group of four nursing practice leaders and four nurse educators from across B.C. to advise on its development.

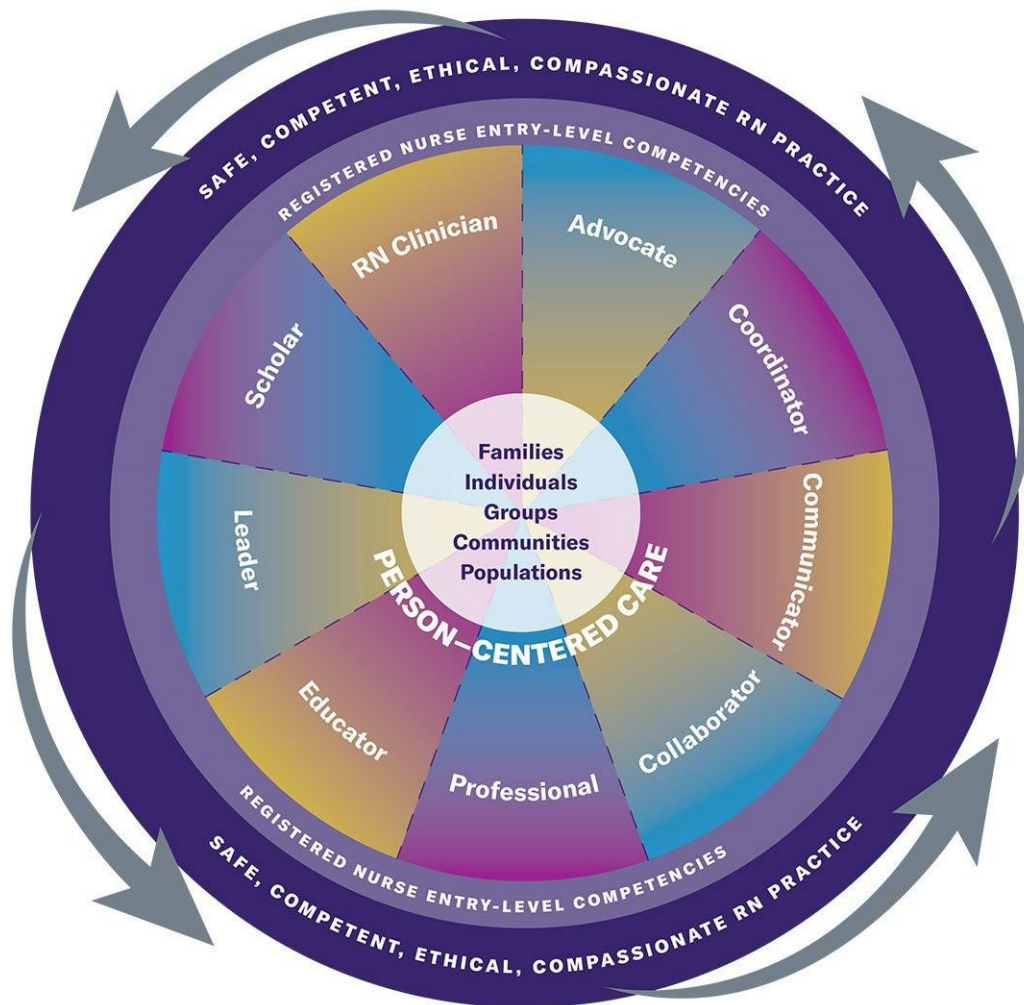
- Beuthin, Rosanne, RN, PhD, Clinical Nurse Specialist, End of Life Care (MAiD), Vancouver Island Health; Adjunct Professor University of Victoria School of Nursing
- Britten, Kelvin, RN, MN, Regional Practice Lead, Professional Practice Office, Interior Health, Kelowna
- Clark, Cynthia, RN, MSN, Regional Practice Initiatives Lead, Professional Practice, Vancouver Coastal Health
- Jackson, Cathryn, RN, MSN, Former Associate Director Undergraduate Programs; Coordinator Clinical Skills and Simulation Lab, School of Nursing, University of British Columbia

- Quee, Kathy, RN, MSN, Former Educator, British Columbia Institute of Technology
- Ryan, Shawna, RN, MN, BSN Program Coordinator, College of the Rockies
- Smith, Leona, RN(C), MSN, Professional Practice Leader Nursing Services, First Nations Health Authority (FNHA); Initial FNHA participants: Fiona Macleod, RN, BSN, MA, Former Community Health Practice Consultant, FNHA Interior Regional Nursing Team; Mona Gray, RN, BSN, MPH, Community Health Practice Consultant, FNHA Interior Regional Nursing Team.
- Zimmer, Lela, RN, PhD, Associate Professor, Undergraduate Programs Academic Leader, School of Nursing, University of Northern British Columbia

Based on provincial feedback and provincial working group advice, BCCNM created a visual with people at the center to portray the roles-based organizing framework for the revised competencies. Widespread B.C. feedback spoke to the importance of this conceptual view as modified from the national [Jurisdictional Collaborative Process](#) (2012). The presentation of the visual follows with an elaboration of selected roles and competencies that apply across areas of registered nurse practice.

Figure 1. Entry-level competencies for RNs in B.C.

Entry-level competencies for RNs in B.C.



PERSON-CENTERED CARE

Person-centered care reflects that people retain control over their health care choices and are at the centre of decisions about their health, working alongside RNs to achieve optimal health outcomes.

Person(s) and people involved in care may be individuals, families, groups, communities or populations. Person-Centered Care is a [philosophical approach](#) that recognizes people have a right to respect, dignity, and full participation in their health care. This translates into action when people are supported to make informed decisions and understand their

health status, including prevention and health promotion activities they may undertake. Alternatively, people are respected and supported when they choose to live at risk. The cyclical nature of the visual and broken lines among roles illustrate that entry-level registered nurses use competencies from multiple roles in a synergistic way during their everyday practice. The outer circle outcome is safe competent, ethical and compassionate registered nurse practice consistent with BCCNM's regulatory mandate.

ROLES

The national project added the Educator and Coordinator roles to the seven role [CanMEDS](#) (Frank, Snell & Sherbino, 2015) Physician Competency Framework. The [Educator role](#) at the point of care is woven throughout registered nurse practice to promote health and well being with people across the lifespan consistent with Principle 4 about the breadth of generalist preparation.

The [Coordinator Role](#) is based on feedback and literature provided by B.C. about the significance of competencies within this role. The role draws on the research of Davina Allen (2015a; 2015b) to illuminate the invisible work of nurses that Allen calls organizational work (Allen, 2014).

Organizational work articulates that registered nurses manage multiple, ever changing components of health service delivery at the point of care. To accomplish organizational work, registered nurses engage with people, the health team and other sectors, to ensure continuous, safe, quality care in diverse settings.

The [Coordinator Role](#) of registered nurse practice at the point of care includes developing a composite picture of all the health services people are receiving; ensuring that required actions, people and materials are available in the right place at the right time; managing the flow of people services and beds; and planning transfers of care across multiple services. The Coordinator Role necessitates knowledge about the roles and responsibilities of health service delivery departments and other sectors in the community. The self-assessment competencies about knowing when to ask for help, consult with others, or involve those at other levels of authority are applicable.

The volume and complexity of the [Coordinator Role](#) is increasing with team models of care involving different nursing designations, health care aides, personal support workers or other care givers who may require guidance, direction or oversight (MacKinnon et al., 2018). The plans of health care for people evade standardization and require on the spot modification when changing circumstances at the point of care emerge in unpredictable

ways (Allen, 2014). The resulting organizational work is largely invisible yet critical to prevent health service delivery gaps, omissions, or delays that compromise continuous, safe, quality health care. The use of evidence, clinical judgement and decision making on the spot when things are changing and unpredictable, is challenging for entry-level registered nurses who may be suddenly faced with this responsibility.

The Clinician Role elaborates on the knowledge base required for registered nurse entry-level practice. Provincial feedback requested that the knowledge base for entry-level registered nurse practice be clearly stated for interpretative purposes. Entry-level registered nurses attain a broad foundational knowledge in nursing and nursing related disciplines from degree credit courses at the baccalaureate level of academic study. Foundational knowledge supports generalist practice and provides for further development throughout the career of a registered nurse. The National Nursing Education Framework (Canadian Association of Schools of Nursing [CASN], 2015) further presents the essential components of baccalaureate nursing education. The revised entry-level competencies Principle 5 about foundational knowledge reflects this as well as Clinician Role competencies that refer directly to incorporating knowledge in 1.21 and 1.22. Other competencies refer to the use of specific knowledge when providing registered nurse care (Clinician Role 1.3, 1.11, 1.16, 1.17; Advocate Role, 7.11, 7.13, 7.14; Scholar Role, 9.2, 9.6).

In accordance with Principle 4, the generalist preparation of entry-level registered nurses spans multiple areas of nursing practice across the lifespan. The foundational knowledge base includes knowledge about: health promotion, illness/injury prevention, and population health; altered health status, including acute and chronic physical and mental health conditions and substance use; rehabilitative care; palliative care; and end-of-life care. This applies across the lifespan from pregnancy and newborns, infants, children, youth, adolescents, young and older or senior adults.

The Scholar Role provides significant support for decision-making competence required in the registered nurse Clinician Role (1.4, 1.5) and the application of sound evidence about best practices. This includes the integration of continuous quality improvement principles and activities in nursing practice (Leader Role, 6.2). Evidence-informed practices are required in other roles including Clinician Role 1.27 about infection prevention and control, augmented by Scholar Role, 9.6. The scholarly approach of critical inquiry supports evidence informed entry-level registered nurses to use best evidence to inform

decisions, appraise current evidence, translate knowledge from relevant sources into practice, and identify potential issues for nursing research. (Scholar Role 9.1; 9.2; 9.5; 9.7).

Several interrelated approaches to nursing practice are transferable across diverse practice settings, the lifespan and the life experiences of people to achieve generalist entry-level registered nurse competencies (Principles 4, 5 and 7). The examples of critical inquiry, critical thinking and relational inquiry are highlighted next. Both draw upon and support the Scholar Role as well as other roles of entry-level registered nurse practice.

CRITICAL INQUIRY AND CRITICAL THINKING

Critical inquiry and critical thinking are often used interchangeably although critical inquiry has emerged more recently (Raymond & Profetto-McGrath, 2020). Critical thinking prevails in the discourse about problem solving approaches that often follow discrete procedural type steps using a logic model. Critical thinking is a basis for decision-making and essential for safety in autonomous registered nurse practice. Entry-level registered nurses use best evidence to inform decision-making (Scholar Role, 9.1). Critical inquiry builds on critical thinking to emphasize an iterative, curiosity- minded, fluid approach that sheds light on “the spaces in between” what is more explicit. The provision of nursing care is an iterative process of critical inquiry that is not linear in nature (Clinician Role, 1.5). Entry-level registered nurses engage in critical inquiry to establish culturally safe, collaborative relationships with clients and other health care team members (Scholar Role, 9.3).

RELATIONAL INQUIRY

A relational inquiry approach to nursing practice draws on diverse theories, concepts and health care ethics to explore complex situations from different vantage points (Hartrick Doane & Varcoe, 2015). It is informed by multiple ways of knowing, nursing values and respect for client culture, preferences, values and health goals. Relational inquiry goes beyond individualistic approaches to practice and considers the broad contextual factors that often limit care provision, and in doing so, raise ethical

and moral dilemmas for nurses. Complexity is explored at three levels as a basis for action at the point of care: intrapersonal and self-reflective; interpersonal, between and among people; and contextual levels, about the ever changing system factors that impact health and health care provision (Hartrick Doane & Varcoe, 2015).

Reflection on practice to gain deeper understandings and question assumptions are essential to the art of nursing (Johnson & Thorne, 2020). Examining one's own knowledge, assumptions and "blind spots" can address negative discriminatory values and beliefs in society associated with certain cultures and groups of people (Varcoe, Browne, & Kang-Dhillon, 2020). Such relational practices shed light on stigma and other prevalent barriers to health care for people and hold potential for their correction. Relational inquiry involves a synthesis of entry-level competencies in the Professional, Communicator and Collaborator Roles (Professional Role 2.2, 2.5, 2.6, 2.7; Communicator Role 3.2, 3.3, 3.5; Collaborator Role 4.1, 4.2)

Part 3: Key linkages between the revised Entry-Level

Competencies and the three sets of BCCNM Standards of Practice

The three sets of BCCNM Standards of Practice are: A. Professional Standards; B. Practice Standards; and, C. Scope of Practice: Standards, Limits and Conditions. The alignment of the entry-level competencies with the Standards of Practice is essential to their interpretation and use in practice. In keeping with Principle 6, entry-level RNs practice autonomously within legislation, practice standards, ethics, and scope of practice in their jurisdiction. The latter falls within the mandate of nursing regulatory bodies. The Professional Role, 2.12 addresses the requirement for entry-level registered nurses to distinguish between the mandates of regulatory bodies, professional associations, and unions.

It is important to note other professional, ethical, and legal sources of knowledge required for safe, competent, ethical registered nursing practice. A BCCNM informational resource is available about [Legislation Relevant to Nurses' Practice](#). Key linkages between the revised entry-level competencies and each of the three sets of Standards of Practice follow.

BCCNM regularly updates, reviews and revises all Standards of Practice. Readers are advised to check the BCCNM website for information about changes to the versions cited here.

BCCNM PROFESSIONAL STANDARDS FOR REGISTERED NURSES AND NURSE PRACTITIONERS

The Professional Standards provide an overall framework to promote, guide and direct the practice of registered nursing in B.C. The connections between the entry-level competencies and the Professional Standards holds importance beyond initial registration. A self-assessment in relation to the Professional Standards is one of the BCCNM quality assurance requirements for annual renewal of registration.

Entry-level competencies may be considered indicators of the clinical area of nursing practice in the Professional Standards, i.e., in direct care with people. Some registered nurse practice roles constitute advanced nursing practice and are not entry-level. These include formal roles in education, administration, and research. The formal education, administration, and research roles typically require practice experience and additional education beyond entry-level.

On the next page, Table 1 provides an index of the revised entry-level registered nurse competencies by the four Professional Standards for Registered Nurses and Nurse Practitioners. Each competency is indexed to one of the Professional Standards although a competency may apply to other Professional Standards. Other versions of this index may be valid because nurses integrate multiple competencies and apply them simultaneously during their practice.

Table 1. BCCNM Professional Standards for RNs and NPs: Clinical Area of Practice with Related RN ELCs by Role and Competency

Professional Standard	ELC Role and Competency Number(s)
1. Professional Responsibility and Accountability: Maintains standards of nursing practice and professional conduct determined by BCCNM.	Clinician: 1.1 Professional: 2.1; 2.2; 2.3; 2.8; 2.9; 2.10; 2.12 Collaborator: 4.3; 4.4 Leader: 6.9 Advocate: 7.1; 7.2 Scholar: 9.7; 9.8
2. Knowledge-Based Practice: Consistently applies knowledge, skills and judgement in nursing practice.	Clinician: all – 1.1 – 1.27 Communicator: 3.2; 3.4; 3.5; 3.6; 3.7; 3.8 Leader 6.10 Advocate: 7.11; 7.14 Educator: all - 8.1 to 8.5 Scholar: 9.1; 9.2; 9.4; 9.5; 9.6
3. Client-Focused Provision of Service: Provides nursing services and works with others to provide health care services in the best interest of clients.	Professional: 2.11; 2.13; 2.14 Collaborator: 4.1; 4.2; 4.5 Coordinator: all 5.1 to 5.9 Leader: 6.2; 6.3; 6.4; 6.5; 6.11 Advocate: 7.3
4. Ethical Practice: Understands, upholds and promotes the ethical standards of the nursing profession.	Professional: 2.4; 2.5; 2.6; 2.7; 2.8 Communicator: 3.1; 3.3 Collaborator: 4.1 Leader: 6.1; 6.6; 6.7; 6.8 Advocate: 7.4; 7.5; 7.6; 7.7; 7.8; 7.9; 7.10; 7.12; 7.13 Scholar: 9.3; 9.7

BCCNM PRACTICE STANDARDS

The BCCNM Practice Standards are a series of short documents that augment other standards by setting out the requirements for specific aspects of nursing practice. Practice standards guide and direct registered nurses' practice and set out levels of performance that registrants are required to achieve in their practices. They are applicable to entry-level registered nurse education and student

practice learning. Employers use the practice standards as a touch stone to ensure patients receive safe and ethical care in accordance with prevailing standards.

The Practice Standards listed in Table 2 link to many roles and their related competencies. Each Practice Standard identifies principles followed by considerations for their application to nursing practice. Table 2 is limited to the nine practice standards that are not being revised at the time of this publication. Readers are advised to check the BCCNM website regularly for information about the most current revisions or new [Practice Standards](#).

The competencies identified for a Practice Standard are those considered important to emphasize and foreground. This is intended to be an example of key linkages that is not all inclusive. Other competencies may apply in many instances. Additionally, there are numerous entry-level RN competencies about the broad knowledge and evidence-informed base that underpin the Practice Standards, e.g., Clinician 1.17; 1.19; 1.20; 1.21; 1.22; 1.23; 1.25; 1.27; Collaborator 4.5; Leader, 6.1; 6.2; Advocate 7.3; 7.4; 7.8; 7.11; 7.14; Scholar 9.1; 9.2; 9.6.

Table 2. A Sample of BCCNM Practice Standards with Related RN ELCs by Role and Competency

BCCNM Practice Standard (Revision date)	ELC Role and Competency Number(s)
Appropriate Use of Titles (Aug 2015)	Communicator 3.1; 3.8
Boundaries in the Nurse - Client Relationship (July 2019)	Clinician 1.1; 1.3; 1.18 Professional 2.2; 2.4; 2.5; 2.6; 2.7; 2.8 Communicator 3.1; 3.2; 3.3 Collaborator 4.1; 4.3; 4.4 Coordinator 5.1; 5.7; 5.8 Leader 6.4; 6.5; 6.6; 6.7 Advocate 7.1 Scholar 9.3
Communicable Diseases: Preventing Nurse-to -Client Transmission (Jan 2013)	Clinician 1.1; 1.7; 1.8; 1.17; 1.25; 1.27 Professional 2.10; 2.11; 2.13; 2.14 Advocate 7.1; 7.6

Conflict of Interest (July 2019)	Clinician 1.1 Professional 2.2; 2.4; 2.5; 2.6; 2.7; 2.8 Communicator 3.4
BCCNM Practice Standard (Revision date)	ELC Role and Competency Number(s)
Consent (June 2013)	Clinician 1.1; 1.3; 1.10 Communicator 3.8 Collaborator 4.2 Coordinator 5.2 Advocate 7.1; 7.7; 7.9; 7.10; 7.12; 7.13
Documentation (June 2019)	Clinician 1.5; 1.6 Professional 2.1; 2.8; 2.13; 2.14 Communicator 3.8 Advocate 7.1; 7.2; 7.10
Duty to Provide Care (June 2019)	Clinician encompasses 1.1-1.17 Professional 2.1; 2.2; 2.7 Advocate 7.1
Duty to Report (June 2019)	Clinician 1.8; 1.27 Professional 2.11; 2.12; 2.13; 2.14 Communicator 3.8 Advocate 7.1
Privacy and Confidentiality (June 2019)	Clinician 1.8 Professional 2.2; 2.4; 2.8 Advocate 7.1

BCCNM SCOPE OF PRACTICE FOR REGISTERED NURSES: STANDARDS, LIMITS AND CONDITIONS

The Scope of Practice for Registered Nurses: Standards, Limits and Conditions (Scope of Practice) elaborates on the activities that registered nurses are educated and authorized to perform in legislation. Under the umbrella B.C. Health Professions Act, the Nurses

(Registered) and Nurse Practitioner [Regulation](#) provides the legal definition of the Scope of Practice and assigns specific restricted activities to registered nurses.

Discussion in this document is limited to selected key high-level concepts in the BCCNM Scope of Practice related to entry-level registered nurses. It is essential to consider the extensive and detailed information in the Regulation and BCCNM [Scope of Practice: Standards, Limits and Conditions](#) (pub. 433) to gain a full understanding of its concepts. See also the BCCNM [web learning module Understanding the scope of practice](#). Entry-level registered nurses are expected to know how to access and use the latter sources.

Reserved Titles

The Regulation sets out reserved titles for nurses and who can legally use the title “registered nurse”, as included in Communication Role (3.1) about introducing self with professional designation. The BCCNM Practice Standard on Appropriate Use of Titles expands on these requirements.

Controls on Practice

The Scope of Practice illustrates four levels of controls on the activities in the Regulation that registered nurse are authorized to perform (Figure 2 excerpted below). The first level of control is the legislation in the Regulation. Secondly, the nursing regulator sets standards, limits and conditions on practice that restrict the activities registered nurses perform. The third level is employers who set organizational policies and processes that may restrict practice activities. Lastly, individual registered nurse competence places further restrictions on the activities that a registered nurse should perform.

Figure 2. Controls on practice

Controls on Practice



The Professional role competencies link to assessing and maintaining individual competence necessary for practising within the controls on practice. The ability of individual entry-level registered nurses to assess their own competence and address their learning needs, incorporated in Professional Role (2.9) is essential to safe practice. Furthermore, entry-level registered nurses are expected to use professional judgement in relation to employer policies that may restrict, or not be developed for, their practice in a specific setting, as noted in Professional Role (2.3).

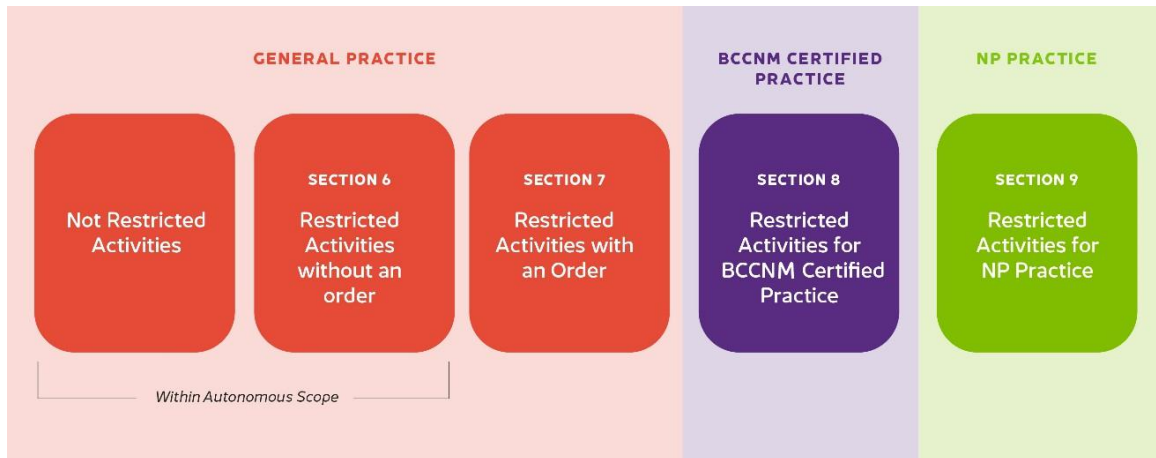
General Practice

The Regulation sets out three kinds of practice as illustrated in Figure 3 on the next page. Entry-level registered nurses carry out general practice activities, as identified in the Regulation, Sections 6 and

7. This is consistent with the regulatory requirement for a generalist education for initial registration purposes as in Principle 4. The BCCNM Scope of Practice outlines

additional education requirements for registered nurses who may perform activities outside the scope of general practice. The competencies for these activities are attained after initial registration, e.g., certified practices in Section 8. Nurse practitioners have a broader scope of practice in Section 9 of the Regulation. Nurse practitioners have attained competencies in advanced nursing education at the master’s level to perform the activities within their broader autonomous scope of practice.

Figure 3. How practice is described in the regulation



Activities for which BCCNM has stipulated conditions of additional education after initial registration typically fall beyond general practice. Nursing activities requiring “additional education” as a condition are not normally considered to be entry-level because they require additional knowledge, skills and judgement beyond that acquired in a baccalaureate level nursing program. The Collaborator Role encompasses the entry-level competencies to determine the registered nurses’ role within the health care team by considering their own scope of practice, as well as others, and contribute to client health and well being.

Restricted Activities

The Regulation contains restricted activities defined as clinical activities that present a significant risk of harm to the public and therefore are reserved for specified health professions only. Section 6

includes those restricted activities that RNs are authorized to perform within their autonomous scope of practice.

The Scope of Practice, Section 7 identifies those restricted activities that RNs are authorized to perform with a specific order from an authorized health professional. When the RN is acting with a specific order, the decision-making to perform that activity is being made by the health professional giving the specific order. The RN has the responsibility to ensure that the order is appropriate and to perform the activity in a competent manner. Nevertheless, the accountability and responsibility for the assessment and determination of activities to meet the person's needs belongs to the health professional who is giving the order.

The Clinician Role competencies are integral for entry-level nurses to engage in general practice that includes activities that are restricted and not restricted. The latter may include activities carried out either with, or by giving, specific orders and acting within autonomous scope of practice. Clinician Role (1.10) pertains to restricted activities involved in performing procedures and treatments.

Provisions to perform restricted activities in the Regulation and Scope of Practice establishes the legal basis for entry-level psychomotor nursing skills learning, including invasive procedures.

Clinician Role, 1.11 about medications administered by any route is another example.

Autonomous Scope of Practice

Registered nurses act within their autonomous scope of practice when they independently make decisions about care and act independently to carry out such decisions. These decisions and actions must be ones the registered nurse is educated, competent and authorized to make. When acting within their autonomous scope of practice, it is imperative that registered nurses understand their level of accountability and responsibility to ensure their practice is consistent with the controls on practice in Figure 2.

The BCCNM [Standards for Acting Within Autonomous Scope of Practice](#) illustrate that decision making ability is essential for autonomous practice. Within autonomous scope of practice Section 6 activities, the registered nurse is solely accountable and responsible for the decisions made to perform activities required for care. BCCNM often establishes the requirement for a decision support tool to support registered nurse decision

making. BCCNM also provides resources to support reflection upon and decision making about [autonomous scope of practice](#).

Principles 3 and 6 for the entry-level competencies relate to expectations of the entry-level registered nurses to practice autonomously within the scope of registered nurse general practice in

B. C. They are expected to seek guidance when they encounter situations outside of their competence. Entry-level registered nurses interpret and use current evidence to support their independent decisions and actions within autonomous scope of practice.

Medical Assistance in Dying

This part of the BCCNM Scope of Practice specifies that the role of registered nurses is limited to aiding a physician or nurse practitioner in the provision of medical assistance in dying. The Clinician Role, 1.15, conveys that entry-level registered nurses apply knowledge about the ethical, legal, and regulatory implications of medical assistance in dying. From this knowledge base they enact a supportive role when providing nursing care to people who request medical assistance in dying.

McMechan, Bruce & Beuthin (2019) describe student nurse learning experiences with medical assistance in dying and the implications for education.

The BCCNM Scope of Practice distinguishes end of life and palliative care relevant to entry-level Clinician Role, 1.14. The BCCNM Scope of Practice specifies the kinds of supportive actions in medical assistance in dying that entry-level registered nurses may take with clients and the health care team. It stipulates further standards plus a list of limits and conditions about what registered nurses are not legally authorized to do to support the provision of medical assistance in dying. The Scope of Practice outlines the steps to take by an RN to exercise a conscientious objection. The BCCNM Practice Standard: [Duty to Provide Care](#) is also applicable.

Delegation

The Coordinator Role, 5.4, states that entry-level RN demonstrate knowledge of the delegation process. This encompasses knowing the [BCCNM definition of delegation](#) and its legal basis. At this time, registered nurses delegate tasks to unregulated care providers and do not delegate to other regulated health professionals. See the BCCNM Practice Standard Delegating Tasks to Unregulated care Providers.

Part 4: Key Interpretative Considerations in the B.C. Provincial Context

This part identifies key interpretative considerations within the B.C. provincial context that give emphasis to related competencies. The selection is limited to five of the key directions identified in

B.C. stakeholder feedback, B.C. provincial health care documents, websites and legislation: Indigenous cultural safety and humility; trauma-informed care; primary care and team-based care; mental health and substance use; and safety. They represent areas of health care practice that are evolving with shifting conceptual approaches and language. There is a simultaneous change in the discourse around them to effect a cultural change in health care approaches. References cited in this part are meant to represent a sampling of evidence and resources that inform knowledge regarding these areas. They are not meant to be exclusive or a requirement for education institutions to incorporate specifically in nursing education curricula.

INDIGENOUS CULTURAL SAFETY AND HUMILITY IN HEALTH PROFESSION REGULATION

All health profession regulators in B.C. signed a Declaration of Commitment with the First Nations Health Authority of B.C. to support cultural safety and humility towards making the health system more culturally safe for Indigenous⁴ people. BCCNM continues its commitment in its vision of safe, ethical person-centered care for everyone.

The BCCNM commitment builds on the knowledge and calls to action in the *Report of the Canadian Truth and Reconciliation Commission Calls to Action* (TRC, 2015). The [BCCNM web page on cultural safety and humility](#) acknowledges that systemic racism and discrimination towards Indigenous people continues to adversely impact access to, and treatment in, health care services. Nurses play an essential role in addressing racism at the individual and systems level. Cultural safety requires nurses to acknowledge the power imbalances inherent in the health care system. This requires that nurses obtain a knowledge base about the historical, colonial origins of racism experienced by Indigenous people in Canada which is necessary to achieve Indigenous cultural safety. Cultural humility requires nurses to be reflective in their practice to understand personal and systemic biases and acknowledge oneself as a learner to understand another's experience.

BCCNM strives to promote self-reflection to understand personal and systemic biases. The [First Nations Health Authority](#) provides more information on the definitions of cultural safety, cultural humility and systemic racism along with learning resources.

The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls: Reclaiming Power and Place with the Calls for Justice (2018) documents the historical, multigenerational and intergenerational trauma to be addressed due to colonization. Colonization refers to methods the government of Canada used whereby Indigenous Peoples were stripped of their land rights, titles and resources, subjected to assimilation and in many cases to extermination by way of death in residential schools and the Sixties scoop (National Inquiry into Missing and Murdered Indigenous Women and Girls [MMIWG], 2018).

As noted in the MMIWG Executive Summary (2018), Indigenous women are the heart of their nations and communities. Consequently, when Indigenous women and gender diverse people are taken from their communities due to violence, their absence has a huge impact from generation to generation that creates imbalance in their culture and ecosystem that so strongly depends on their matriarchs and younger generations.

More recently, the B.C. legislature enacted Bill 41- 2019 Declaration on the Rights of Indigenous Peoples Act (Government of British Columbia, 2019) based on the *United Nations Declaration on the Rights of Indigenous Peoples* (United Nations, 2007). This means that the B.C. government is going to enact the 47 articles or recommendations the general assembly of the United Nations has put into place for all Indigenous people in the world.

Entry-level education sets the stage for the next generation of registered nurse to attain the knowledge and competence required for cultural safety and humility for Indigenous people. The revised entry-level competencies draw on the Truth and Reconciliation Commission Calls to Action specifically (Leader Role, 6.1; Advocate Role, 7.3) and in competencies essential to understanding and achieving cultural safety and humility (Clinician Role, 1.3; Professional Role, 2.5, 2.7; Communicator Role, 3.2, 3.5; Leader Role, 6.6, 6.7; Advocate Role, 7.6, 7.8, 7.14; Scholar Role, 9.3).

TRAUMA-INFORMED PRACTICE

A key goal of trauma-informed practice is to minimize harm and prevent re-traumatization during health care experiences. Service providers, systems and organizations are trauma informed when they recognize the widespread impact of trauma and recognize promising paths for healing to occur; recognize the signs and symptoms of trauma in people; and responds by completely integrating knowledge about trauma into policies, procedures, practices and settings (B.C. Ministry of Health, 2017).

Traumatic experiences vary and the impact differs according to how traumatic experiences affect individual people. Trauma may range from a one - time overwhelming event, to many recurrent events over generations, described as five types of trauma in *Healing Families, Helping Systems: A Trauma-Informed Practice Guide for working with Children, Youth and Families* (B.C. Ministry of Children & Family Development, 2017). The latter document builds upon the *Aboriginal Policy and Practice Framework in British Columbia* (B.C. Ministry of Children & Family Development, 2015).

Entry-level registered nurses have knowledge about different types of trauma and its impact on people, including how intergenerational and historical trauma affects many Indigenous people during health care experiences. The *Trauma-informed Practice Guide* (B.C. Provincial Mental Health and Substance Use Planning Council, 2013) translates trauma-informed principles into practice strategies for health care professionals. Trauma-informed practices are essential to achieve cultural safety and humility.

Approaches to address stigma and discrimination in health care based on societal negative attitudes about people with mental health conditions and substance use are needed. A trauma-informed approach and stigma as a barrier, are two of the key perspectives underlying the Entry-to-Practice Mental Health and Addiction Competencies for Undergraduate Nursing Education in Canada (CASN & Canadian Federation of Mental Health Nurses [CFMHN], 2015).

Trauma-informed practice requires participation by the health care system and providers in the creation of emotionally and physically safe environments. Listening and connecting with people; working in collaboration with people from a strengths-based approach and ensuring people have choices in their care are essential to compassionate and trusting relationships. Clinician Role, 1.3, refers to this requirement specially; competencies from other roles need to be drawn upon simultaneously, such as, Communicator Role, 3.2, 3.3; Leader Role, 6.7; Advocate Role , 7.7, 7.8, 7.14; Scholar Role, 9.1, 9.3.

PRIMARY HEALTH CARE AND TEAM-BASED CARE

The B.C. government has initiated primary health care initiatives across the province that include a focus on team-based care. The goal is to ensure access to health care in communities close to where people live because “health care delivery must become more patient centred”. Entry-level registered nurses understand the role of primary health care and the determinants of health in health delivery systems and its significance for population health. They facilitate ownership of a person’s health and well-being by, in part, ensuring that people understand essential information and skills to be active participants in their own care.

In accordance with Principle 5, generalist education prepares entry-level registered nurses to practice in diverse settings including community clinics and home care. Additionally, Principle 5 calls for preparation to practice with people across the lifespan in different states of health and well being. Population groups that place considerable demand on the health care system, e.g., older adults, and those with chronic health conditions and co-morbidities, are addressed. Entry-level competencies in most roles apply, including Professional Role, 2.6 ; Communicator Role, 3.1; 3.2; Coordinator Role, 5.5,

5.7); Leader Role ,6.3; Advocate Role, 7.3, 7.4, 7.6, 7.7, 7.8, 7.9, 7.10,7.11; 7.14; Educator Role, 8.1-8.5;

Scholar Role, 9.1, 9.2, 9.3, 9.5, 9.6.

Team-based care requires the application of knowledge about the legislated scopes of practice for other health professionals on the health care team. This includes the scopes of practice for members of all nursing designations and health care support workers. Additionally, registered nurses contribute to health care team functioning by incorporating knowledge about group theory and process skills. Competencies 4.1- 4.5 in the Collaborator Role articulate these requirements. The Coordinator Role, 5.1; 5.2; 5.6) encompasses working with the health care team and other sectors in the community to ensure continuous, safe care.

MENTAL HEALTH AND SUBSTANCE USE

A variety of mental health and substance use issues are prevalent in the province and across Canada. They may be short term conditions due to developmental, transitional or situations crises. Other mental health conditions are long term, chronic, or recurrent. Some have co-occurring mental illness and substance use issues for which the root causes need to be addressed. Increases in life threatening opioid drug overdoses and deaths from fentanyl

and other illicit drugs in B.C. led to the 2016 declaration of [a public health emergency](#) in the province. The B.C. Government developed a new [Ministry of Mental Health and Addictions](#) in 2017 to respond to this emergency. Numerous provincial strategies and resources have been developed <https://www.healthlinkbc.ca/mental-health-substance-use>

B.C. Mental Health and Substance Use Services (BCMHSUS) in the Provincial Health Services Authority provide a range of [clinical and professional resources](#). B.C. has been a national leader in [harm reduction](#) strategies for substance use to keep people safe and minimize death, disease, and injury from high risk behaviour based on evidence. Harm reduction recognizes that people may continue to choose high risk behaviour despite the risks. Overdose prevention sites and supervised consumption services aimed at harm reduction exist in [many B.C. health authorities](#). The B.C. Centre for Disease Control provides [harm reduction guidelines and resources](#) and a related site [Toward the Heart](#). The [Canadian Institute for Substance Use Research](#) at the University of Victoria conducts research and other activities to promote health and reduce harm.

The entry-level registered nurse knowledge base and competencies encompass mental health, substance use and harm reduction as addressed directly in the Clinician Role, 1.16, 1.18, 1.19, 1.20. Competencies in other roles require approaches to health care based on peoples' choices and related evidence as in Communicator Role, 3.2, 3.3; Advocate Role, 7.4., 7.6; and Scholar Role, 9.3. Student practice learning experiences develop entry-level registered nurse competencies related to mental health and substance use issues across the lifespan.

SAFETY

Safety is highlighted in keeping with the mandate of BCCNM to protect the health and wellbeing of the public. The British Columbia Patient Safety and Quality Council (BCPSQC) views safety as one of seven quality dimensions required within the healthcare system. Safety within the B.C. healthcare context involves ensuring that the processes and environments to support actual and perceived physical, cultural and psychological safety needs are established (BCPSQC, 2020). This includes the extent that the services offered promote trust and that the processes in place prevent or minimize the harm that could unintentionally result from care delivery. The broad aspects of safety

that encompass cultural safety, trauma-informed care and mental health are discussed previously in this document along with a delineation of related entry-level competencies.

Patient safety refers specifically to reduction and mitigation of unsafe acts within the healthcare system, as well as to the use of best practices shown to lead to optimal client outcomes (Canadian Patient Safety Institute [CPSI], n.d.-a). Entry-level RNs in British Columbia must be prepared to apply knowledge, skills and attitudes related to patient safety and to contribute to a shift in culture in our healthcare system from one of blame to one of openness and learning from the analyses of adverse events and near misses (BCPSQC, 2020; CASN & CPSI, 2018). Initiatives in B.C. health authorities have traditionally focused on incident reporting and patient safety reviews along with addressing patient concerns. More recently, a shift is becoming evident with a greater focus on cultural safety and humility as well as initiatives meant to empower and include people as partners in their health care.

To support nursing education programs in preparing new graduates to this level, CPSI has worked with CASN to develop national learning outcomes (2018) for graduates of baccalaureate nursing education programs. These learning outcomes fall into 6 domains that include contributing to a culture of patient safety, working in teams for patient safety, communicating effectively for patient safety, managing safety risks, optimizing human and environmental factors and recognizing, responding to and disclosing adverse events and near misses.

Key BCCNP resources to support registered nurses with safety include a variety of [Practice Standards](#) including (but not limited to) Boundaries in the Nurse Client Relationship, Communicable Diseases: Preventing Nurse-to-Client Transmission, Consent, Medication Administration and Duty to Report. In addition, BCCNM has resources for registered nurses on a variety of topics including [Taking Action on Concerns About Practice](#) and [Reporting suspected impaired practice or narcotic diversion in the workplace](#)

Entry-level registered nurse competencies that address safety include competencies within each of the roles: Clinician Role , 1.1, 1.3; 1.8, 1.11, 1.16, 1.24, 1.25, 1.27; Professional Role, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.11, 2.13 , 2.14; Communicator Role, 3.3, 3.4 , 3.8; Collaborator Role, 4.1, 4.2, 4.3, 4.4; Coordinator Role, 5.2, 5.6, 5.9; Leader Role, 6.1, 6.2, 6.3, 6.4, 6.5, 6.7, 6.10, 6.11; Advocate Role, 7.1, 7.2,

7.4, 7.5, 7.6, 7.7, 7.10; Educator Role , 8.1, 8.2, 8.3, 8.5 and Scholar Role, 9.1, 9.2, 9.3. The attainment of the latter competencies by graduates of B.C. registered nurse baccalaureate education programs recognized by BCCNM supports the multiple dimensions of safety.

Appendix A: Glossary

Accountability	The obligation to acknowledge the professional, ethical, and legal aspects of one's activities and duties and to answer for the consequences and outcomes of one's actions. Accountability resides within an individual's role and can never be shared or delegated (Nova Scotia College of Nursing [NSCN], 2017).
Assigns	Refers to the Registered Nurse allocating the care of clients or client care activities among care providers in order to meet client care needs. Assignment occurs when the required care falls within the employing agency's policies and role descriptions and within the regulated health care provider's scope of practice. Assignment to unregulated care providers occurs when the required care falls within the employing agency's policies and role description (BCCNP, 2013).
Client	An individual, family, group, population or entire community who requires nursing expertise. In some clinical settings, the client may be referred to as a patient or a resident. In research, the client may be referred to as a participant (BCCNM, n.d.).
Client-centred	Used interchangeably with person-centered in this document, in support of the transition towards the preferred language of person-centered care. The approach recognizes that people/clients have the right to respect, dignity and full participation in their healthcare. This translates into action when people are supported to make informed decision and understand their health status, including prevention and health promotion activities they may undertake (Alzheimer Society Canada, 2019).
Client Safety	Used interchangeably with patient safety in this document. The pursuit of the reduction and mitigation of unsafe acts within the healthcare system, as well as the use of best practices shown to lead to optimal client outcomes (CPSI, n.d.).
Compassionate	The sensitivity shown to understand another person's suffering, combined with a willingness to help and to promote the wellbeing of that person (Perez-Bret et al., 2016).
Competencies	Statements about the knowledge, skills, attitudes and judgments required to perform safely and ethically within an individual's nursing practice or in a designated role or setting (BCCNM, n.d.).
Competent	The demonstration of integrated knowledge, skills, attitudes s and judgment required to practise nursing safely and ethically (BCCNM, n.d.).
Conflict resolution	The various ways in which individuals or institutions address conflict (e.g., interpersonal, work) in order to move toward positive change and growth.

	Effective conflict resolution requires critical reflection, diplomacy, and respect for diverse perspectives, interests, skills and abilities (BCCNP, 2015).
Continuous quality improvement	A continuous cycle of planning, implementing strategies, evaluating the effectiveness of these strategies, and reflection to see what further improvements can be made (College and Association of Registered Nurses of Alberta, 2013).
Cultural humility	A process of self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a life-long learner when it comes to understanding another's experience (First Nations Health Authority [FNHA], 2016).
Culturally safe	Culturally safe care is an outcome based on respectful engagement that recognizes and strives to address power imbalances inherent in the healthcare system. It results in an environment free of racism and discrimination, where people feel safe when receiving health care (FNHA, n.d.).
Delegate	To delegate refers to the sharing of authority with other health care providers to provide a particular aspect of care. Delegation among regulated care providers occurs when a restricted activity is within the scope of the delegating profession and outside the scope of the other profession (BCCNM, n.d.).
Determinants of health	Determinants of health are the broad range of personal, social, economic and environmental factors that determine individual and population health. These include income and social status, employment and working conditions, education and literacy, childhood experiences, physical environments, social supports and coping skills, healthy behaviours, access to health services, biology and genetic endowment, gender, culture and race/racism (Government of Canada, 2019).
Duty to report	Nurses have a legal and ethical obligation to report incompetent or impaired practice or unethical conduct of regulated health professionals. It is important for nurses to understand when to report, what to report and how to report, and to know what is legally and ethically required (BCCNP, 2019).
Environmentally responsible practice	Practice that supports environmental preservation and restoration to promote health and well-being (Canadian Nurses Association [CNA], 2017c).

Evidence-informed	The ongoing process that incorporates evidence from research, clinical expertise, client preferences, and other available resources to make nursing decisions with clients (CNA, 2018).
Fitness to practice	All the qualities and capabilities of an individual relevant to his or her capacity to practise as a nurse, including, but not limited to, any cognitive, physical, psychological or emotional condition, or a dependence on alcohol or drugs, that impairs his or her ability to practise nursing (BCCNM, n.d.).
Global health	The optimal well-being of all humans from the individual and the collective perspective and is considered a fundamental human right, which should be accessible to all (CNA, 2009).
Harm reduction	Policies, programs and practices to reduce the adverse health, social and economic consequences of legal and illegal drugs without necessarily reducing drug consumption (CNA, 2017b).
Harmful incidences	Safety events that result in harm to clients (CPSI, n.d.-b).
Health care team	A number of health care providers from different disciplines (often including both regulated professionals and unregulated workers) working together to provide care for and with persons, families, groups, communities or populations (CNA, 2017a).
Health disparities	Health disparities are differences in health status that occur among population groups defined by specific characteristics. They mostly result from inequalities in the distribution of the underlying determinants of health across populations (Health Disparities Task Group of the Federal/Provincial/Territorial Advisory Committee on Population Health and Health Security, 2004).
Health inequities	Differences in health status or in the distribution of health resources among different population groups due to the social conditions in which people are born, grow, live, work and age (World Health Organization [WHO], 2017).
Health literacy	The degree to which an individual has the capacity to obtain, communicate, process, and understand basic health information and services to make appropriate health decisions (Centers for Disease Control and Prevention, n.d.).
Health promotion	The process of enabling people to increase control over, and to improve, their health. It moves beyond a focus on individual behaviour towards a wide range of social and environmental interventions (WHO, n.d.-a).

Holistic	A system of comprehensive or total patient care that considers the physical, emotional, social, economic, and spiritual needs of the person; his or her response to illness; and the effect of the illness on the ability to meet self-care needs (Jasemi et al., 2017).
Holistic Nursing Assessment	Refers to the Registered Nurse: Systematically gathering, sorting, organizing client data, and documenting the data in a retrievable format (Perry et al., 2018). Holistic assessment includes consideration of the physical, emotional, social, economic, and spiritual needs of the person; his or her response to illness; and the effect of the illness on the ability to meet self-care needs (Jasemi et al., 2017).
Information and communication technologies	A diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage data and information. (United Nations Educational, Scientific and Cultural Organization, n.d.). They encompass all digital and analogue technologies that facilitate the capturing, processing, storage, and exchange of information via electronic communication (CASN & Canada Health Infoway [CHI], 2015).
Interprofessional team	Includes members of different healthcare disciplines working together towards common goals to meet the health care needs of people. Work within the team is divided based on the scope of practice of each discipline included in the team. Team members share information to support one another's work and to coordinate the plan of care. Interprofessional teams may include people and their family or caregivers as key team members (Canadian Health Services Research Foundation, 2012).
Medical Assistance in Dying (MAiD)	Refers to the situation where a person is allowed to request and receive, under limited circumstances, a substance intended to end their life. Only two forms of medical assistance in dying (MAiD) are permitted under the Criminal Code in Canada: • the administering by a medical practitioner or a nurse practitioner of a substance to a person at their request • the prescribing or providing by a medical practitioner or a nurse practitioner of a substance to a person at their request, for their self-administration (BCCNM, 2020b).
Near Miss	An event with the potential for harm or a safety incident that did not reach the client and therefore resulted in no harm (CPSI, n.d.-b).
No harm incidence	A patient safety incident that reached the patient, but caused no discernible harm (CPSI, n.d.-b).

Nursing informatics	The science and practice which integrates nursing, its information and knowledge, and their management, with information and communication technologies to promote the health of people, families, and communities worldwide (CASN & CHI, 2015).
Organizational culture	The shared ways of thinking, feeling, and behaving in healthcare organizations (Mannion & Davies, 2018) including the assumptions and values that members have about their organization (Sullivan, 2013).
Palliative care	An approach that improves the quality of day-to-day life for people experiencing a life-limiting illness and their families by preventing and relieving suffering of physical, psychological and spiritual pain or discomfort. This is achieved through a variety of activities including: early assessment and treatment, advocating for people, providing information, participating in decision-making, caring for and supporting people and their families or caregivers and collaborating with members of the health care team to ensure that people have their care and information needs met. (BCCNM, 2020b & WHO, n.d.-b).
Patient Safety	Used interchangeably with client safety in this document. The pursuit of the reduction and mitigation of unsafe acts within the healthcare system, as well as the use of best practices shown to lead to optimal client outcomes (CPSI, n.d.-a).
Person-centred	Used interchangeably with client-centered in this document, in support of the transition towards the preferred language of person-centered. The approach recognizes that people have a right to respect, dignity and full participation in their healthcare. This translates into action when people are supported to make informed decisions and understand their health status, including prevention and health promotion activities they may undertake (Alzheimer Society Canada, 2019).
Population health	An approach to health that aims to improve the health of the entire population and to reduce health inequities among population groups. In order to reach these objectives, it looks at and acts upon the broad range of factors and conditions that have a strong influence on our health (Public Health Agency of Canada, 2013).
Positional power	The therapeutic nurse-person relationship is one of unequal power. This results from the dependence of people on the services provided by nurses and the nurse's unique knowledge, authority within the healthcare system, access to privileged information about people and ability to influence decisions. This power imbalance places people in a position of vulnerability. Nurses are responsible to recognize the imbalance of power and to be aware of the potential for people to feel intimidated or dependent (NSCN, 2019).

Primary health care	A focus on delivering person-centred services that include accessibility, active public participation, health promotion and chronic disease prevention and management, use of appropriate technology and innovation, and intersectoral cooperation and collaboration (CNA, 2015b).
Principles of harm reduction	Principles of harm reduction refer to Pragmatism, Human Rights, Focus on Harms, Maximize Intervention Options, Priority of Immediate Goals and Drug User Involvement (B.C. Ministry of Health, 2005).
Professional boundaries	The nurse-person relationship is conducted within boundaries that separate professional and therapeutic behaviour from non-professional and non-therapeutic behaviour (BCCNM, 2020a). Professional boundaries are the spaces between the nurse's power and the patient's vulnerability (National Council of State Boards of Nursing, 2018).
Professional presence	The demonstration of respect, confidence, integrity, optimism, passion, and empathy, in accordance with professional standards, guidelines, and ethics. This includes the nurses' verbal and nonverbal communications and the ability to articulate a positive role and professional image, including the use of name and title (NSCN, 2018)
Recovery oriented nursing care	A perspective that recognizes recovery as a personal process for people with mental health conditions or addictions to gain control, meaning and purpose in their lives (CASN, 2015).
Relational inquiry	An approach to nursing practice whereby the experiences of people are considered from varied philosophical vantage points. It involves conscious participation with people using relational skills including listening, questioning, empathy, mutuality, reciprocity, self observation, reflection, and a sensitivity to emotional contexts. Relational inquiry goes beyond individualistic approaches to practice and considers the broad and complex contextual factors that often limit care provision including exploration of these factors from intrapersonal, interpersonal and contextual viewpoints. (Hartrick Doane & Varcoe, 2015).
Research Skills	The research skills expected of entry-level RNs from their baccalaureate education are skills such as participating in research and evidence-informed activities. This includes identifying research questions, conducting literature searches related to practice, critical appraisal of search results and transferring evidence in nursing practice. These foundational skills allow RNs to promote quality care, to direct people to credible resources, to coach them

	to interpret and evaluate information and to help them navigate the health care system (CASN, 2015, CNA, 2015a).
Safety	Reducing and mitigating acts within the health-care system that could cause harm, as well as using best practices for optimal patient outcomes (CPSI, n.d.-a).
Scope of practice	The activities that registered nurses are educated and authorized to perform, as set out in legislation and described by standards, limits, and conditions set by regulators (BCCNM, 2020).
Social justice	The fair distribution of society's benefits and responsibilities and their consequences. It focuses on the relative position of one social grouping in relation to others in society as well as in root causes of disparities and what can be done to eliminate them (CNA, 2017a).
Systemic racism	Refers to one social group having a disproportionate access to power and resources in society which leads to unfair inequalities between groups. In Canada, the historical legacy of governmental policies has caused Indigenous peoples to cease to exist as distinct legal, social, cultural, religious, and racial entities. This manifests itself in social isolation that limits or prevents political, social, and economic participation, or access to and participation in other social systems such as education and health. Systemic racism is a significant contributor to Indigenous peoples' lower health outcomes (Indigenous Health Working Group, 2016).
Therapeutic nursing intervention	Any treatment based on clinical judgement and knowledge which a nurse performs to enhance client outcomes (Butcher et al., 2018).
Therapeutic relationship	A relationship the nurse establishes and maintains with a person or people, through the use of professional knowledge, skills and attitudes, in order to provide nursing care that is expected to contribute to the well-being of people (CNA, 2017a). The therapeutic relationship is a planned, time-limited and goal-directed connection between the nurse and a person or people, for the purpose of meeting their health care needs (Nurses Association of New Brunswick, 2015).
Trauma-informed care	Used interchangeably with trauma-informed practice in this document. A strengths-based approach that is grounded in an understanding of and responsiveness to the impact of trauma and its links to substance use, mental illness, stigma and health care access barriers. Trauma-informed care includes recognizing this link, ensuring that people feel psychologically, physically and emotionally safe and are not re-traumatized by their care (BCMHSUS, n.d.; Hopper et al., 2010).

Appendix B: References

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Appendix D BCCNM Professional Standards of Practice

NURSE PRACTITIONERS AND REGISTERED NURSES

Professional Standards

Approved by the
Council of the
British Columbia
Nurses' Association
in 2015

Revision Log

Revision Date	Revisions Made
November 2012	Published
November 2020	Applied BCCNM branding and updated references to BCCNM

BCCNM's mandate

BCCNM's mandate is to ensure that all individuals seeking entry to practice and maintaining registration are competent and ethical professionals. The college does this by setting standards, supporting nurses to meet standards and acting if standards are not met.

BCCNM's Purpose

BCCNM's purpose is to protect the public by effectively regulating licensed practical nurses, nurse practitioners, registered nurses and registered psychiatric nurses.

About this document

This document provides information on BCCNM's four Professional Standards for registered nurses and nurse practitioners, which fall under the umbrella of all BCCNM Standards of Practice for RNs and NPs.

The Introduction (p. 5) explains what standards are, why they are important and who has responsibility for them. It also defines Professional Standards and Indicators (i.e., how each Professional Standard is met).

The section on Professional Standards (p. 8) presents each of the four standards:

- Standard 1: Professional Responsibility and Accountability
- Standard 2: Knowledge-Based Practice
- Standard 3: Client-Focused Provision of Service
- Standard 4: Ethical Practice

This section also illustrates with Indicators how each Professional Standard is applied in four main areas of practice:

- Clinical

- Education
- Administration
- Research

Finally, the Appendices comprise two helpful sections: a glossary of terms and information about other relevant resources.

Where to get assistance

For further information on the Professional Standards or any nursing practice issue, contact BCCNM Practice Support at:

- Tel: 604.742.6200
- Toll-free 1.866.880.7101
- practice@bccnm.ca

BCCNM standards of practice

The College is responsible under the Health Professions Act for setting Standards of Practice for its registrants. BCCNM Standards of Practice comprise:

- Professional Standards (this document): These Standards provide an overall framework for the practice of registered nursing in British Columbia. They set out minimum levels of performance that nurses¹ are required to achieve in their practice.
- Practice Standards: Requirements related to specific aspects of registered nurses' practice. These standards complement the Professional Standards and provide additional information on specific topics.
- Scope of Practice Standards: Standards, limits and conditions related to the scope of practice for registered nurses and nurse practitioners.

BCCNM Standards of Practice are available online at www.bccnm.ca

¹ "Nurse" refers to the following BCCNM nursing registrants: registered nurses, nurse practitioners and licensed graduate nurses.

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Introduction

Nursing has a proud history of service to the public, and the public expects competent nurses to provide safe and ethical nursing care. In British Columbia, the public has entrusted the BC College of Nurses and Midwives (BCCNM), through the *Health Professions Act*, with the responsibility for establishing, monitoring and enforcing standards of practice and professional ethics for registered nurses and nurse practitioners.

WHAT IS A STANDARD?

A standard is an expected and achievable level of performance against which actual performance can be compared. It is the minimum level of acceptable performance.

Professional standards

The Professional Standards, which are one set of standards under the umbrella of BCCNM Standards of Practice, are statements about levels of performance that nurses are required to achieve in their practice. The Professional Standards:

- Reflect the values of the nursing profession
- Clarify what the profession expects of nurses
- Represent the criteria against which nurses' practice in British Columbia is measured by clients, employers, colleagues, themselves and others

Indicators

Indicators provide specific criteria for meeting each Professional Standard in each of the four main areas of practice: clinical, education, administration and research. Indicators are used to measure the actual performance of an individual nurse. The Indicators are not written in order of importance, nor are they intended to be an exhaustive list of criteria for each Professional Standard.

The Indicators will be especially helpful for nurses who assume responsibilities in practice areas outside their primary area of responsibility. For example, a nurse whose primary

responsibility is for clinical practice may at times assume responsibilities for education (e.g., teaching a student in practicum). Or a nurse who usually works in administration may sometimes be responsible for research (e.g., collecting data for a research or quality improvement study). In these cases, nurses will find helpful direction in the Indicators for the relevant practice areas.

WHY HAVE PROFESSIONAL STANDARDS?

The primary purpose of the Professional Standards is to promote, guide and direct professional practice. The Professional Standards are used by individual nurses, the public, employers, BCCNM and other stakeholders.

Nurses

The Professional Standards are used by registered nurses and nurse practitioners to:

- Better understand their professional obligations
- Support their own continuing competence and professional development
- Explain what nursing is and what nurses do
- Advocate for changes to policies and practices
- Define and resolve professional practice problems
- Include in nursing education courses/programs

Public

The public can use the Professional Standards to understand the expectations for professional nursing practice.

Employers

Employers can use the Professional Standards to develop systems that support nurses to meet BCCNM's Standards of Practice. Examples include:

- Developing job descriptions that identify expectations for practice
- Developing orientation programs
- Creating performance appraisal tools

BCCNM

BCCNM uses the Professional Standards to meet its legal responsibility to protect the public by regulating nurses' practice. Examples include:

- To recognize entry-level and re-entry education programs for registered nurses and nurse practitioners in the province
- To clarify to the public and other health care professionals what the profession expects of its members
- To provide guidance to nurses regarding their professional obligations
- To provide a foundation for the assessment of professional performance
- To address incompetent, impaired or unethical practice among nurses

WHO HAS RESPONSIBILITY FOR THE PROFESSIONAL STANDARDS?

The responsibility for ensuring the Professional Standards are adhered to rests with nurses themselves, employers and BCCNM.

- Individual nurses, as self-regulating professionals, are responsible for acting professionally and being accountable for their own practice. All nurses are responsible for understanding the Professional Standards and applying them to their practice, regardless of their setting, role or area of practice. The policies of employers or other organizations cannot relieve individual nurses of accountability for their own actions or their primary obligation to meet these Professional Standards.
- Employers have a responsibility to provide essential support systems, including human and material resources, which allow nurses to meet these Professional Standards.
- BCCNM is responsible for assuring that the profession as a whole carries out its commitment to the public. This is achieved in part by establishing and regularly reviewing the Professional Standards, by providing resources to support nurses in understanding and applying them, and by developing other Standards of Practice that provide more specific information on a particular topic (e.g., nurse-client relationships, scope of practice).

Professional Standards

Standard 1: Professional Responsibility and Accountability

Maintains standards of nursing practice and professional conduct determined by BCCNM.

CLINICAL PRACTICE

1. Is accountable and takes responsibility for own nursing actions and professional conduct.
2. Functions within own level of competence, within the legally recognized scope of practice and within all relevant legislation.²
3. Assesses own practice and undertakes activities to improve practice and meet identified learning goals on an ongoing basis.^{3, 4}
4. Takes action⁵ to promote the provision of safe, appropriate and ethical care to clients.
5. Advocates for and/or helps to develop policies and practices consistent with the standards of the profession.
6. Maintains own physical, psychological and emotional fitness to practice.
7. Maintains current registration.
8. Understands the role of the regulatory body and the relationship of the regulatory body to one's own practice.

EDUCATION

1. Is accountable and takes responsibility for own nursing actions and professional conduct.
2. Functions within own level of competence, within the legally recognized scope of practice and within all relevant legislation.²
3. Assesses own practice and undertakes activities to improve practice and meet identified learning goals on an ongoing basis.^{3, 4}
4. Takes action⁵ to promote the provision of safe, appropriate and ethical care.

² Examples of relevant legislation include the Health Professions Act and the regulations under it, and other legislation governing nursing practice, such as the *Health Care (Consent) and Care Facility (Admission) Act*. Nurses are also required to comply with other federal and provincial legislation that may not be within BCCNM's regulatory mandate, but which may be enforceable by other regulatory bodies, tribunals or the courts. For an overview of legislation relevant to nursing practice, refer to the BCCNM document *Legislation Relevant to Nurses' Practice*.

³ Requires investment of own time, effort and other resources.

⁴ Requires investment of own time, effort and other resources.

⁵ Taking action includes advocacy. Nurses advocate in ways that are consistent with their role and responsibilities. For example, nurses in clinical practice are expected to advocate for their client if the client's perspective is not being considered by another professional involved in their care, but not expected to lobby for legislative change

5. Advocates for and/or helps to develop policies, practices and education consistent with the standards of the profession.
6. Maintains own physical, psychological and emotional fitness to practice.
7. Maintains current registration.
8. Understands the role of the regulatory body and the relationship of the regulatory body to one's own practice.

ADMINISTRATION

1. Is accountable and takes responsibility for own nursing actions and professional conduct.
2. Functions within own level of competence, within the legally recognized scope of practice and within all relevant legislation.²
3. Assesses own practice and undertakes activities to improve practice and meet identified learning goals on an ongoing basis.^{3, 4}
4. Takes action⁵ to promote the provision of safe, appropriate and ethical care.
5. Advocates for and develops policies and practices consistent with the standards of the profession.
6. Maintains own physical, psychological and emotional fitness to practice.
7. Maintains current registration.
8. Understands the role of the regulatory body and the relationship of the regulatory body to one's own practice.

RESEARCH

1. Is accountable and takes responsibility for own nursing actions and professional conduct.
2. Functions within own level of competence, within the legally recognized scope of practice and within all relevant legislation.²
3. Assesses own practice and undertakes activities to improve practice and meet identified learning goals on an ongoing basis.^{3, 4}
4. Takes action⁵ to promote the provision of safe, appropriate and ethical care.
5. Advocates for and/or helps to develop policies and practices that support research and the integration of research findings and other evidence into client care.
6. Maintains own physical, psychological and emotional fitness to practice.
7. Maintains current registration.
8. Understands the role of the regulatory body and the relationship of the regulatory body to one's own practice.

Standard 2: Knowledge-Based Practice

Consistently applies knowledge, skills and judgment in nursing practice.

CLINICAL PRACTICE

1. Bases practice on current evidence from nursing science and other sciences and humanities.
2. Knows how and where to access information to support the provision of safe, competent and ethical client care.
3. Uses critical thinking when collecting and interpreting data, planning, implementing and evaluating nursing care.
4. Collects information on client status from a variety of sources⁶ using assessment skills, including observation, communication, physical assessment and a review of pertinent clinical data.
5. Identifies, analyzes and uses relevant and valid information when making decisions about client status.
6. Communicates client status, using verifiable information, in terminology used in the practice setting.
7. Develops and communicates plans of care that include assessment data, decisions about client status, planned interventions and measurement of client outcomes.
8. Sets client-centred priorities when planning and providing care.
9. Uses decision support tools appropriately to assess and make decisions about client status and plan care.
10. Implements the plan of care, evaluates client's response and revises the plan as necessary.
11. Documents timely⁷ and appropriate reports of assessments, decisions about client status, plans, interventions and client outcomes.
12. Shares nursing knowledge with clients, colleagues, students and others.
13. Communicates appropriately⁸ in interactions with clients, colleagues, students and others.

⁶ Whenever possible, nurses involve clients in assessment, decision-making about client status, care planning, implementation and evaluation.

⁷ The timeliness of documentation will vary. When client acuity, complexity and variability is high, more frequent documentation is required than when clients are less acute, less complex and/or less variable.

⁸ Involves applying knowledge and skills related to such things as relationship-building, assertiveness, problem-solving and conflict resolution.

EDUCATION⁹

1. Bases education on current evidence from nursing science and other sciences and humanities.
2. Knows how and where to access information to support the delivery of safe, competent and ethical nursing and health education.
3. Uses critical thinking when collecting and interpreting data on learning needs and planning, implementing and evaluating nursing and health education programs.
4. Collects information on individual and group learning needs from a variety of sources.
5. Identifies, analyzes and uses relevant and valid information when planning education.
6. Communicates learning needs of individuals and groups using verifiable information.
7. Uses appropriate processes to plan education that address learning needs and strengths and include evaluation criteria.
8. Sets priorities when planning and providing education.
9. Engages learners using appropriate instructional methods, educational technologies and relevant learning theory.
10. Evaluates attainment of learning objectives using valid and reliable measures, and revises strategies as necessary.
11. Establishes and maintains appropriate education records.
12. Shares nursing knowledge with clients, colleagues, students and others.
13. Uses knowledge about learning and communications⁸ to create a professional learning environment.

ADMINISTRATION⁹

1. Bases administrative decisions on current evidence from nursing science and other sciences and humanities.
2. Knows how and where to access information to support the provision of safe, competent and ethical nursing practice and client care.
3. Uses critical thinking when collecting and interpreting data to make administrative decisions and planning, implementing and evaluating organizational strategies.
4. Collects information about organizational status from a variety of sources.

⁹ The Indicators in the education, administration and research areas describe criteria for meeting the standard in an educator, administrator or research role. If clients are involved during the course of performing these roles, the Indicators in the clinical practice area would also apply.

5. Identifies, analyzes and uses relevant and valid information when determining organizational problems or status.
6. Communicates organizational problems and status using verifiable information.
7. Plans administrative and other strategies to address organizational problems and strengths with accompanying evaluation criteria.
8. Sets priorities when planning and implementing administrative and other strategies.
9. Implements administrative and other identified strategies appropriately.
10. Evaluates process and/or outcomes of strategies and revises as necessary.
11. Establishes and maintains appropriate systems to manage clinical and administrative information.
12. Shares nursing knowledge with clients, colleagues, students and others.
13. Uses knowledge of organizational behaviour and communication⁸ to create an environment in which cooperation, professional growth and mutual respect can flourish.

RESEARCH⁹

1. Conducts or participates in research to create or refine evidence in the field of nursing science and/or other sciences and humanities.
2. Knows how and where to access information to support knowledge development for evidence-informed, safe, competent and ethical nursing practice.
3. Uses critical thinking when collecting and interpreting data to plan, conduct and evaluate research.
4. Develops and communicates research questions or hypotheses that are relevant and researchable.
5. Writes research proposals to address stated questions or hypotheses.
6. Collects research information from a variety of sources using valid and reliable data collection instruments and methods.
7. Identifies, analyzes and uses relevant information in conducting research.
8. Conducts research in accordance with accepted research methods and procedures.
9. Analyzes and interprets qualitative and quantitative data.
10. Writes appropriate reports and articles for publication.
11. Uses knowledge of communication⁸ to share the practice implications and policy relevance of research in a meaningful way with nurses and others.
12. Shares nursing knowledge with clients, colleagues, students and others.

Standard 3: Client-Focused Provision of Service

Provides nursing services and works with others to provide health care services in the best interest of clients.

CLINICAL PRACTICE

1. Communicates, collaborates and consults with clients and other members of the health care team¹⁰ about the client's care.
2. Coordinates client care in a way that facilitates continuity for the client.
3. Assigns¹¹ clients and client care activities to other members of the health care team to meet client care needs.
4. Delegates appropriately to other members of the health care team.
5. Provides appropriate regulatory supervision of student activities.
6. Instructs and guides other members of the health care team to meet client care needs.
7. Participates in changes that improve client care and nursing practice.
8. Reports incompetent or impaired practice or unethical conduct to appropriate person or body.
9. Understands and communicates the role of nursing in the health of clients.
10. Assists clients to learn about the health care system and accessing appropriate health care services.

EDUCATION ¹²

1. Communicates, collaborates and consults with nurses, students and others about education.
2. Educates students and others about the nurse's role in the coordination of client care.
3. Educates nurses, students and others regarding assignment of clients and client care activities to meet client needs.
4. Educates nurses, students and others regarding appropriate delegation of nursing activities to other members of the health care team.
5. Educates others about appropriate regulatory supervision.
6. Instructs, guides and directs educational staff and students to meet client care needs.

¹⁰ Team members may be from more than one practice setting.

¹¹ Nurses are frequently involved in assignment. Delegation and authorization under supervision, on the other hand, are legal terms for authorizing another person to carry out an aspect of practice. Both entail distinct responsibilities and accountabilities for all parties involved. For advice regarding delegation and regulatory supervision, contact a BCCNM nursing practice consultant.

¹² The Indicators in the education, administration and research areas describe criteria for meeting the standard in an educator, administrator or research role. If clients are involved during the course of performing these roles, the Indicators in the clinical practice area would also apply.

7. Acts to implement changes that improve client care and educational practice.
8. Reports incompetent or impaired practice or unethical conduct to appropriate person or body; educates nurses and students to recognize and report such practices.
9. Understands and communicates the role of nursing in the health of clients.
10. Assists colleagues, students and others to learn about nursing practice and health care services.

ADMINISTRATION¹²

1. Communicates, collaborates and consults with nurses and other members of the health care team about the provision of health care services.
2. Educates others about the nurse's role in the coordination of client care.
3. Develops policies that outline the responsibility and accountability for all involved in the appropriate assignment of clients and client care activities.
4. Develops policies that provide direction for nurses on appropriate delegation of nursing activities to other members of the health care team.
5. Develops supporting policies for appropriate regulatory supervision.
6. Guides, directs and seeks feedback from staff and others involved in the planning, delivery and evaluation of health care services as appropriate.
7. Directs and participates in changes to improve client care and administrative practice.
8. Takes appropriate action in situations of incompetent or impaired practice or unethical conduct up to and including reporting to the regulatory body; guides others in reporting such practices.
9. Understands and communicates the role of nursing in the health of clients.
10. Assists clients, colleagues, students and others to learn about nursing practice and health care services.

RESEARCH¹²

1. Communicates, collaborates and consults with nurses and others to plan, conduct and evaluate research.
2. Articulates and supports the translation of knowledge gained from research into policy and practice.
3. Guides and directs members of the research team as appropriate.
4. Participates in changes that promote evidence-based nursing practice.
5. Reports incompetent or impaired practice or unethical conduct to appropriate person or body.
6. Understands and communicates the role of nursing in the health of clients.
7. Assists colleagues, students and others to learn about the influence of research on nursing practice and health care services.

Standard 4: Ethical Practice

Understands, upholds and promotes the ethical standards of the nursing profession.¹³

CLINICAL PRACTICE

1. Makes the client the primary concern in providing nursing care.
2. Provides care in a manner that preserves and protects client dignity.
3. Demonstrates honesty and integrity.
4. Clearly and accurately represents self with respect to name, title and role.
5. Protects client privacy and confidentiality.
6. Recognizes, respects and promotes the client's right to be informed and make informed choices.
7. Promotes and maintains respectful communication in all professional interactions.¹⁴
8. Treats colleagues, students and other health care workers in a respectful manner.
9. Recognizes and respects the contribution of others on the health care team.
10. Makes equitable decisions about the allocation of resources¹⁵ under one's control based on the needs of clients.
11. Identifies the effect of own values, beliefs and experiences in carrying out clinical activities; recognizes potential conflicts and takes action to prevent or resolve.
12. Identifies ethical issues; consults with the appropriate person or body; takes action to resolve and evaluates the effectiveness of actions.
13. Initiates, maintains and terminates nurse-client relationships in an appropriate manner.

EDUCATION ¹⁶

1. Educates others to learn about ethical practice.
2. Educates others to provide care in a manner that preserves and protects client dignity.
3. Demonstrates honesty and integrity.
4. Clearly and accurately represents self with respect to name, title and role.

¹³ This standard, along with several Practice Standards (e.g., *Duty to Provide Care*, *Boundaries in the Nurse-Client Relationship*, *Privacy and Confidentiality*), articulate requirements for ethical behaviour. The Canadian Nurses Association's [*Code of Ethics for Registered Nurses*](#) contains additional information about professional ethics (e.g., ethical values, ethical decision-making).

¹⁴ This includes interactions with clients, colleagues, students and others. It includes appropriate recognition of power differentials.

¹⁵ The term "resources" is used broadly and includes the nurse's time and skills as well as equipment and supplies.

¹⁶ The Indicators in the education, administration and research areas describe criteria for meeting the standard in an educator, administrator or research role. If clients are involved during the course of performing these roles, the Indicators in the clinical practice area would also apply.

5. Educates others to protect client privacy and confidentiality.
6. Educates others to recognize, respect and promote the client's right to be informed and make informed choices.
7. Promotes and maintains respectful communication in all professional interactions;¹⁴ educates others to do the same.
8. Treats colleagues, students and other health care workers in a respectful manner; educates others about respectful communication and ways to effect positive behaviour change in the workplace.
9. Recognizes and respects the contribution of others on the health care team.
10. Makes equitable decisions about the allocation of resources¹⁵ under one's control based on the needs of learners.
11. Identifies the effect of own values, beliefs and experiences in carrying out educational activities; recognizes potential conflicts and takes actions to prevent or resolve.
12. Assists others in identifying ethical issues; consults with the appropriate person or body; takes action to prevent or resolve and evaluates the effectiveness of actions.
13. Implements educational activities that support the initiation, maintenance and termination of nurse-client relationships in an appropriate manner.

ADMINISTRATION¹⁶

1. Actively supports the creation of a practice environment that enables nurses to meet their ethical obligations.
2. Guides nurses and others in providing care in a manner that preserves and protects client dignity.
3. Demonstrates honesty and integrity.
4. Clearly and accurately represents self with respect to name, title and role.
5. Protects client privacy and confidentiality.
6. Creates a practice environment that supports the client's right to be informed and make informed choices.
7. Promotes and maintains respectful communication in all professional interactions;¹⁴ guides others to do the same.
8. Treats colleagues, students and other health care workers in a respectful manner; addresses concerns related to disrespectful behaviour¹⁷ in the workplace.
9. Recognizes and respects the contribution of others on the health care team.

¹⁷ Includes bullying, harassment and inappropriate use of power.

10. Makes equitable decisions about the allocation of resources¹⁵ under one's control based on the needs of clients.
11. Identifies the effect of own values, beliefs and experiences in carrying out administrative activities; recognizes potential conflicts and takes actions to prevent or resolve.
12. Supports the establishment of mechanisms that assist nurses in recognizing and resolving ethical issues.
13. Guides nurses to initiate, maintain and terminate nurse-client relationships in an appropriate manner.

RESEARCH¹⁶

1. Advocates for and participates in processes that promote ethical and accountable research practices.
2. Ensures ethical guidelines are followed to protect research participants.
3. Demonstrates honesty and integrity.
4. Clearly and accurately represents self with respect to name, title and role.
5. Protects client privacy and confidentiality.
6. Ensures clients have the information necessary to make informed choices about their participation in research.
7. Promotes and maintains respectful communication in all professional interactions.¹⁴
8. Treats colleagues, students and other health care workers in a respectful manner.
9. Recognizes and respects the contribution of others on the research and health care teams.
10. Identifies the effect of own values, beliefs and experiences in carrying out research activities; recognizes potential conflicts and takes actions to prevent or resolve.
11. Identifies ethical issues; consults with the appropriate person or body; takes action to resolve and evaluates the effectiveness of actions.
12. Initiates, maintains and terminates nurse-client relationships in an appropriate manner.

Appendix 1: Glossary

Assignment: Allocation of clients or client care activities among care providers in order to meet client care needs. Assignment occurs when the required care falls within the employing agency's policies and role descriptions and within the regulated health care provider's scope of practice.

Assignment to unregulated care providers occurs when the required care falls within the employing agency's policies and role description.

Client: An individual, family, group, population or entire community that requires nursing expertise. In some clinical settings, the client may be referred to as a patient or resident. In research, the client may be referred to as a participant.

Collaboration: A joint communication and decision-making process with the expressed goal of working together toward identified outcomes while respecting the unique qualities and abilities of each member of the group or team.

Competence: The integration and application of knowledge, skills and judgment required for safe and appropriate performance in an individual's practice.

Critical thinking: A purposeful, disciplined and systematic process of continual questioning, logical reasoning and reflecting through the use of interpretation, inference, analysis, synthesis and evaluation to achieve a desired outcome.

Decision support tools: Evidence-based documents used by registered nurses to guide the assessment, diagnosis and treatment of client-specific problems.

Delegation: Sharing authority with other health care providers to provide a particular aspect of care. Delegation to unregulated care providers occurs when the required task is outside the role description and training of the unregulated care provider.

Evidence: Data derived from various sources including research, national guidelines, policies, consensus statements, expert opinion and quality improvement.

Fitness to practice: All the qualities and capabilities of an individual relevant to his or her capacity to practise as a nurse, including, but not limited to, any cognitive, physical, psychological or emotional condition, or a dependence on alcohol or drugs, that impairs his or her ability to practise nursing.

Health care team: Clients, health care professionals, unregulated care providers, students and others who may be involved in providing care.

Indicator: Illustration of how a Standard is applied and met. Indicators provide specific criteria that are used, when applicable, to measure the actual performance of an individual nurse.

Nursing science: Knowledge (e.g., concepts, constructs, principles, theories) of nursing derived from systematic observation, study and research.

Professional conduct: Behaving in a way that upholds the profession. This includes, but is not limited to, practising in accordance with BCCNM's Standards of Practice.

Regulatory supervision: The process by which a nurse may authorize an activity to be performed by another person who does not otherwise have authority to perform the activity.

Scope of practice: The activities nurses are educated and authorized to perform as set out in the Nurses (Registered) and Nurse Practitioners Regulation under the Health Professions Act and complemented by standards, limits and conditions established by BCCNM.

Standard: An expected and achievable level of performance against which actual performance can be compared. It is the minimum level of acceptable performance.

Appendix 2: Resources

BCCNM RESOURCES

BCCNM resources are available from the Nursing Standards section of the BCCNM website www.bccnm.ca

Standards of Practice

Scope of Practice Standards

Set out standards, limits and conditions related to the scope of practice of registered nurses and nurse practitioners.

- [Scope of Practice for Nurse Practitioners: Standards, Limits and Conditions](#)
- [Scope of Practice for Registered Nurses: Standards, Limits and Conditions](#)

Practice Standards

Set out requirements related to specific aspects of nurses' practice.

- [Boundaries in the Nurse-Client Relationship](#)
- [Communicable Diseases: Preventing Nurse-to-Client Transmission](#)
- [Conflict of Interest](#)
- [Consent](#)
- [Delegating Tasks to Unregulated Care Providers](#)
- [Documentation](#)
- [Duty to Provide Care](#)
- [Duty to Report](#)
- [Employed Student Registrants](#)
- [Medication](#)
- [Privacy and Confidentiality](#)

- [Regulatory Supervision of Students](#)
- [Use of Title](#)

Other BCCNM Resources

[Legislation Relevant to Nurses' Practice](#) (pub.328)

Provides an overview of provincial and federal laws that may be relevant to the practice of College registrants.

[Taking action on concerns about practice](#)

Addresses the responsibility nurses have to take forward concerns related to the practice of any health care provider.

Practice Support

Information, education and consultation about Professional Standards are available from BCCNM's Practice Support Department. Email practice@bccnm.ca or telephone 604.736.7331 (ext. 332) or 1.800.565.6505 (ext. 332).

OTHER RESOURCES

[Code of Ethics for Registered Nurses](#), Canadian Nurses Association, June 2008.

[Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#),

Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, December 2014.

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Midwives/November 2020 Effective date: November 2012

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Granville St

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Pub. No. 128

Appendix E GNIE Program Review Faculty Survey Results

Graduate Nurse Internationally Educated Re-Entry Program Review – Faculty Survey Results

The faculty survey was sent to 22 GNIE faculty members. A total of 12 faculty members responded. The response rate is 54%.

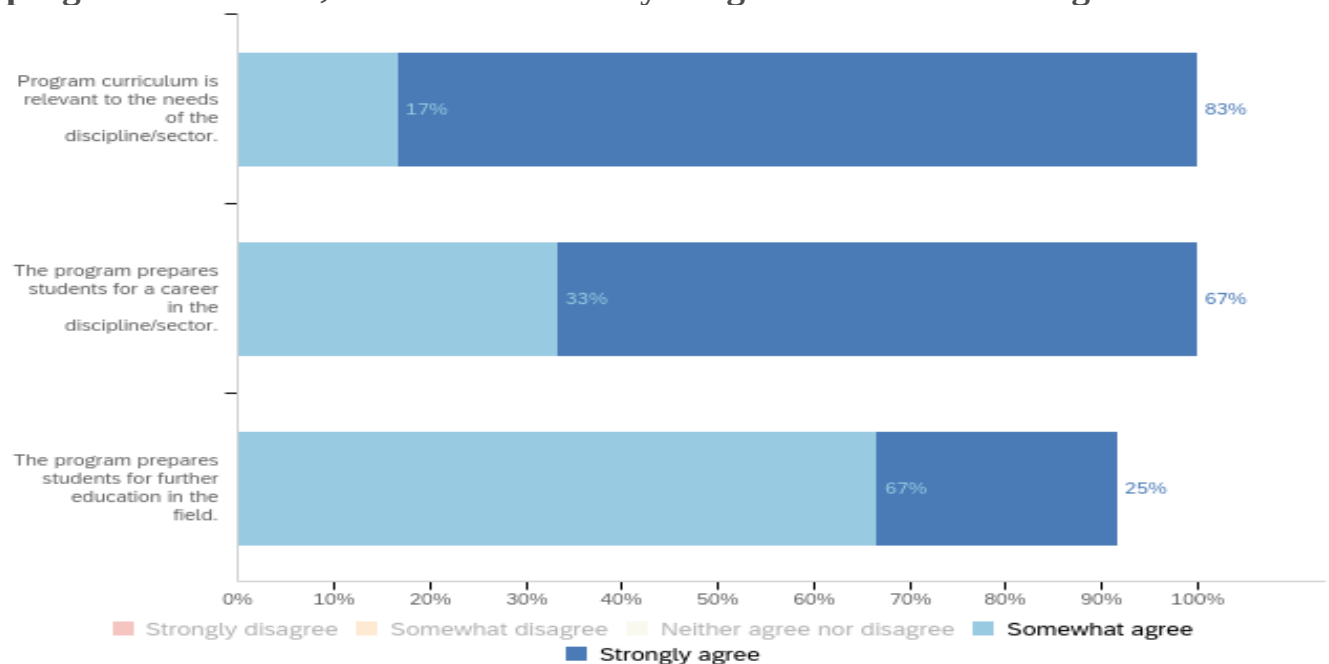
Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

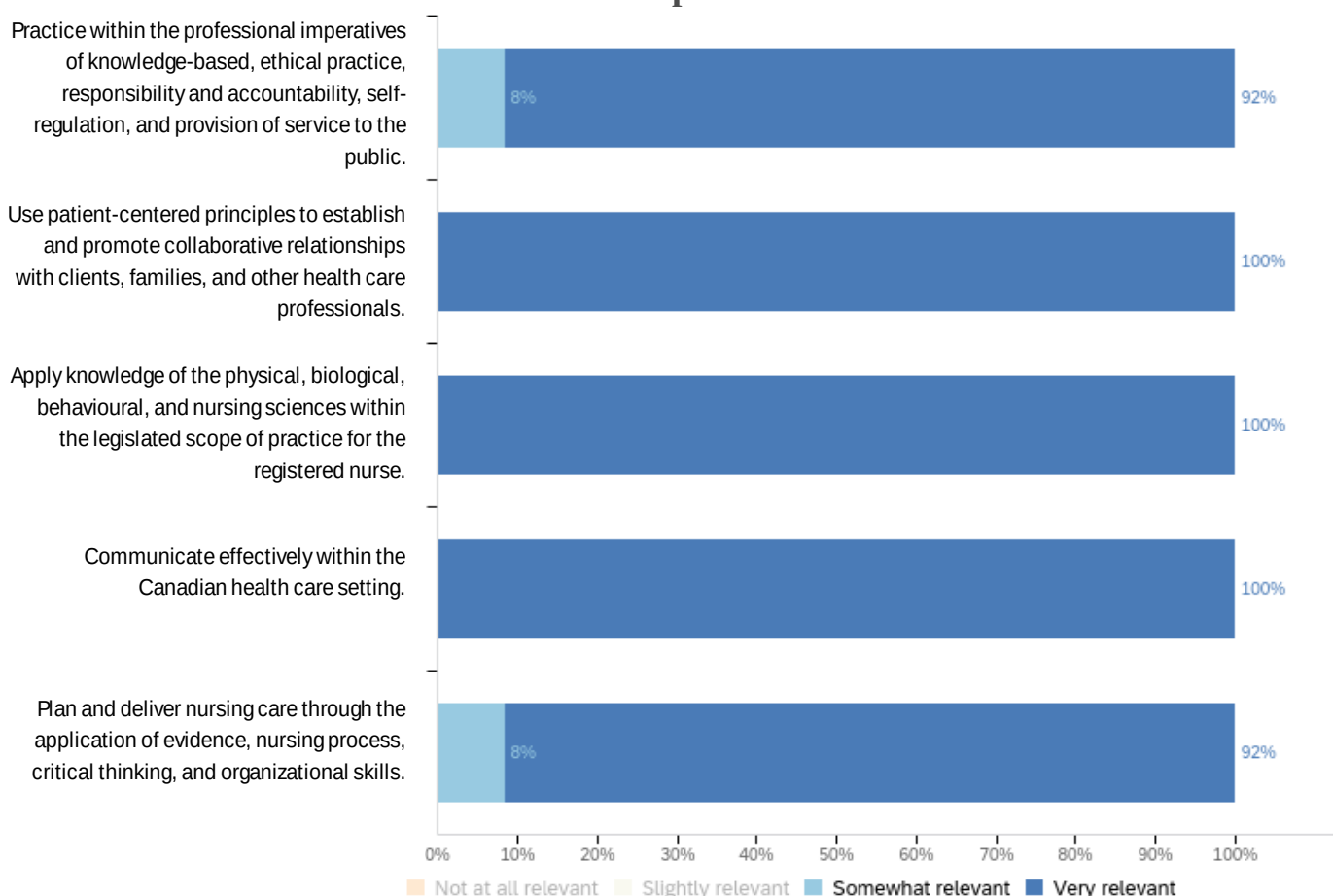
1. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program as a whole, indicate the extent you agree with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Program curriculum is relevant to the needs of the discipline/sector.	0%	0%	0%	17%	83%	12
2	The program prepares students for a career in the discipline/sector.	0%	0%	0%	33%	67%	12
3	The program prepares students for further education in the field.	8%	0%	0%	67%	25%	12

2. Please indicate how relevant each of the following Program Learning Outcomes is to the current needs of the discipline/sector.



Note that “not at all relevant” and “slightly relevant” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all relevant” and “slightly relevant” categories.

#	Question	Not at all relevant	Slightly relevant	Somewhat relevant	Very relevant	Total
1	Practice within the professional imperatives of knowledge-based, ethical practice, responsibility and accountability, self-regulation, and provision of service to the public.	0%	0%	8%	92%	12
2	Use patient-centered principles to establish and promote collaborative relationships with clients, families, and other health care professionals.	0%	0%	0%	100%	12
3	Apply knowledge of the physical, biological, behavioural, and nursing sciences within the legislated scope of practice for the registered nurse.	0%	0%	0%	100%	12
4	Communicate effectively within the Canadian health care setting.	0%	0%	0%	100%	12
5	Plan and deliver nursing care through the application of evidence, nursing process, critical thinking, and organizational skills.	0%	0%	8%	92%	12

3. Overall, how satisfied are you with KPU's Graduate Nurse Internationally Educated Re-Entry program curriculum?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with KPU's Graduate Nurse Internationally Educated Re-Entry program curriculum?	Percentage
1	Very dissatisfied	8%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	33%
5	Very satisfied	58%
	Total number of respondents	12

4. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program's curriculum as a whole, please indicate the strengths of the program.

The biggest strength of this program is following the guidelines of all health disciplines within BC and providing clinical experience to our students in clinicals in various set up. Curriculum also planned well to cover all the nursing practice to make students confident in all areas.

good layout of the courses as they level up through the semester

Great team, supportive educators and supportive leaders. Great clinical sites for learning. Offers theory, lab and practice all which consolidate learning

All faculty collaborate and support each other to address the learning needs of our students. Building on students' previous knowledge and challenging them through the application of critical thinking skills

- strong and cohesive faculty group, who continuously work collaboratively to update and improve curriculum to meet the current trends and standards of nursing practice. - curriculum reflects current and relevant evidence-based practice and implements any new tools and information disseminated in partner Health Authorities. - always updating - accredited for the full 7 years by BCCNM for the 2nd time.

Integration of BCCNM entry level competencies

The team approach of the clinical faculty (team meetings) Bringing current practice into the classroom and lab, instructors understand today's practicing nurse,

clinical experience and diverse clinical placements- extensive clinical rotation in various healthcare settings. i.e. ER, Cardiac, Surgery, Medicine and Family Birthing. evidence based practice focus- prepare students to make informed clinical decisions based on latest research and practice- theory, lab and clinical courses interdisciplinary collaboration- embedded in our curriculum helping our students develop team work skills crucial for healthcare environment competency based learning and skills mastery- ensures our grads meet a minimum standard of practice and are ready to deliver safe and effective care.- lab, and clinical critical thinking development- promotes critical thinking skills enabling students to evaluate, apply and question evidence in clinical decision making skills- lab, theory and clinical courses Focus on patient safety and quality of care- patient safety protocols reviewed in lab, theory and clinical Cultural competency- Students in the program learn to provide culturally sensitive care and understand the unique health concerns and preferences of different demographic groups- reviewed in lab, theory and clinical Strong Faculty support- curriculum is designed and delivered by experienced faculty who provide academic knowledge along with real world clinical expertise.

The program provides international graduates with a strong foundation/foundation knowledge of the Canadian health care system in short period of time.

Dedicated, knowledgeable faculty who are committed to the program and the students, appropriate clinical instructor to student ratios(1:7)for semesters 1 & 2, a practicum style clinical experience for semester 3, majority of semester 1 classes are in-person and then move to more online asynchronous as students move through the program.

Comprehensive curriculum that prepares students for graduation.

5. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program's curriculum as a whole, please provide any suggestions you have for improvement.

Although, I understand it may not possible, but it will be great if students finish their labs before going in clinicals. At present students are doing labs and clinical same time .

keep up with changes and adding in different ways of teaching students

incorporating electronic charting to meet demands of healthcare technology changes. focus on narrative charting/SBAR communication /medical abbreviations in lab/theory to improve students documentation

To maintain our ways of communication and continue working together as a team, as we always have.

- having **[Course Name Redacted]** course available to be able to be completed prior to entry into the program, less workload in Semester 1

No current way to integrate online documentation tools/platforms. Technology advancements are not being worked into our program.

I would recommend that theory be mostly managed in the first half of the program and transition both clinical experiences to the second half of semester two so that the students have more time for consolidation. Currently, the two days a week in semesters one and two results in long gaps between clinicals, and also seems to create anxiety each week. Based on student feedback & personal experience, I suggest that the traditional two days per week does not meet the needs of the IEN. I suggest consolidated practice areas for students to acclimate to Canadian nursing, to improve on their critical thinking, application of theory, time management, and improve relationships with patients, nurses and physicians. 4 days a week would provide more exposure to the clinical team, give students the joy and confidence comes as they can apply lessons from yesterday to 'today' rather than waiting a week to return: to new patients, staff, etc.

Emphasize on leadership and management skills - enhance the curriculum with a course/ workshop in leadership and management skills. This will better prepare our grads for advanced roles such as patient care coordinators, and educators. Simulation and Technology Integration-We use simulation, there is room to increase its usage. Integrating simulation labs could help our students practice more complex scenarios and promote decision making skills in a controlled environment Transition to practice- add a workshop at the end of the program designed to bridge the gap between academia and professional practice. This workshop focus should be on managing workloads, understanding workplace dynamics and navigating complexities of healthcare system

Expanding the clinical experience to include a preceptorship model to have students work evenings/nights and directly with an RN on a unit that interests them (and they are qualified for). Consider 'front-loading' theory and restructuring clinical so majority of clinical follows completed theory and lab courses.

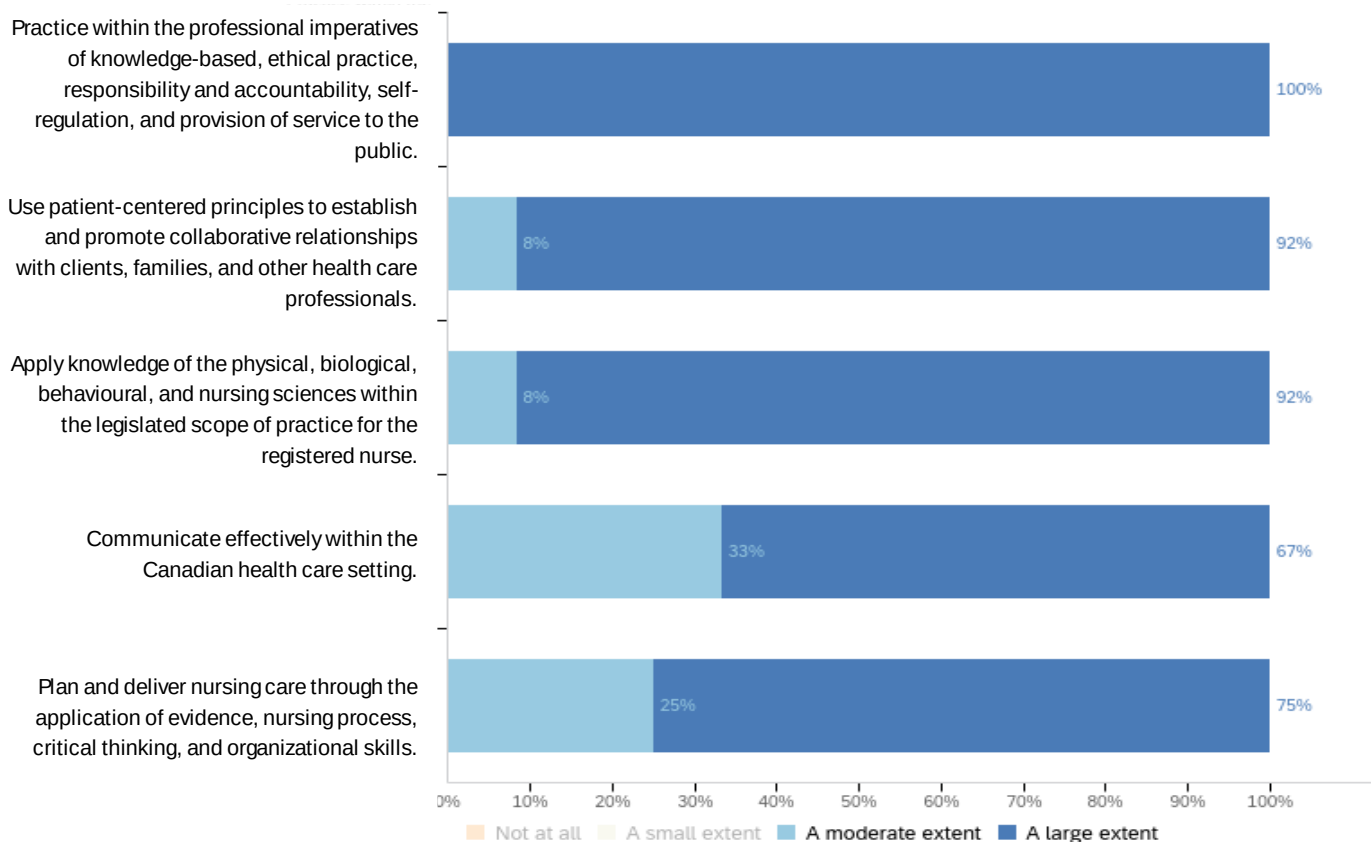
Entry requirements are not strict enough. Many of the students entering the program have 0 nursing experience and went to nursing school >10 years ago. This makes it very difficult for these students to pass, especially clinical.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

6. To what extent is KPU's Graduate Nurse Internationally Educated Re-Entry program helping students develop the following Program Learning Outcomes?

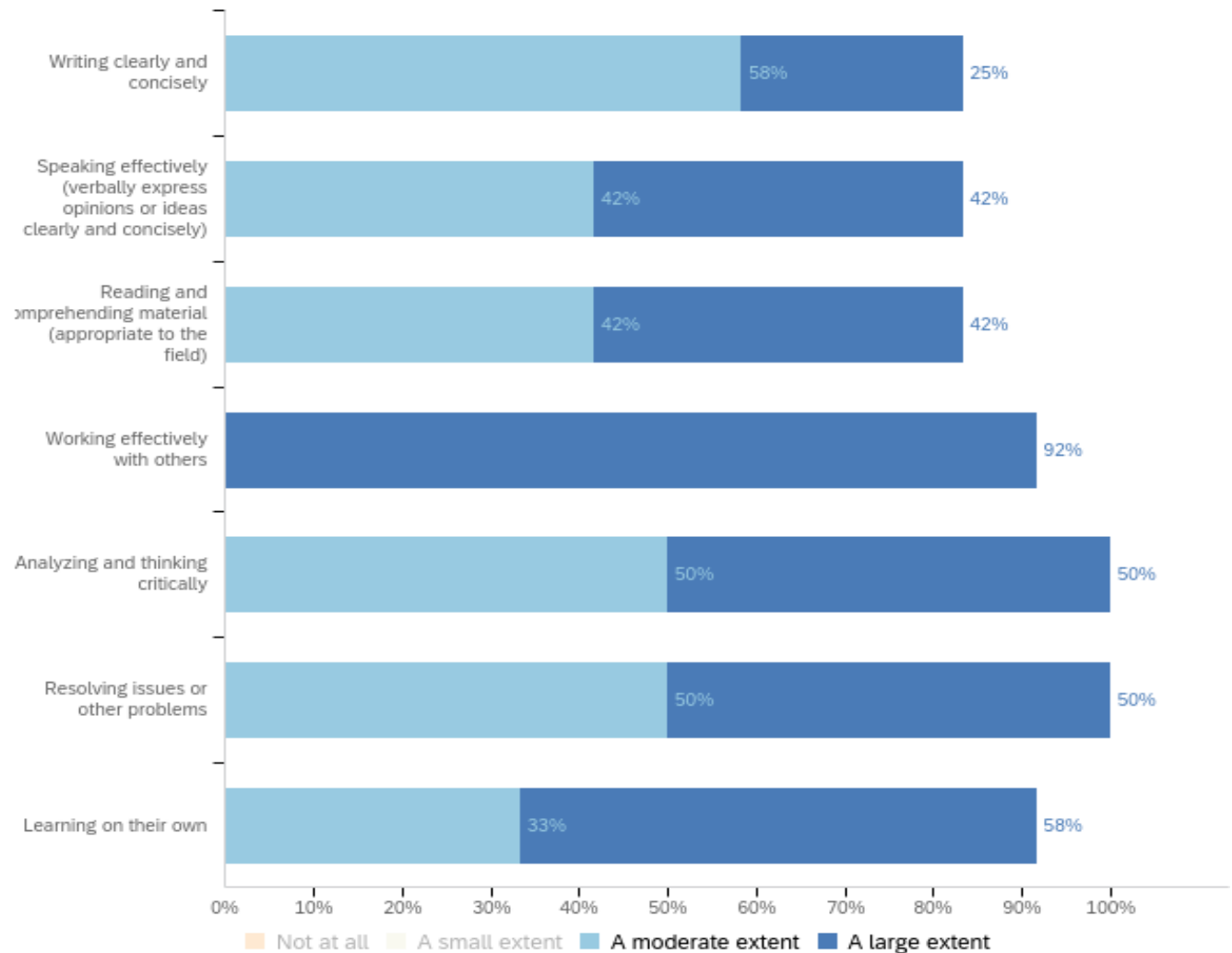


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Practice within the professional imperatives of knowledge-based, ethical practice, responsibility and accountability, self-regulation, and provision of service to the public.	0%	0%	0%	100%	12
2	Use patient-centered principles to establish and promote collaborative relationships with clients, families, and other health care professionals.	0%	0%	8%	92%	12
3	Apply knowledge of the physical, biological, behavioural, and nursing sciences within the legislated scope of practice for the registered nurse.	0%	0%	8%	92%	12
4	Communicate effectively within the Canadian health care setting.	0%	0%	33%	67%	12
5	Plan and deliver nursing care through the application of evidence, nursing process, critical thinking, and organizational skills.	0%	0%	25%	75%	12

Are appropriate opportunities provided to help students acquire the essential skills?

7. To what extent is KPU's Graduate Nurse Internationally Educated Re-Entry program helping students develop the following essential skills?

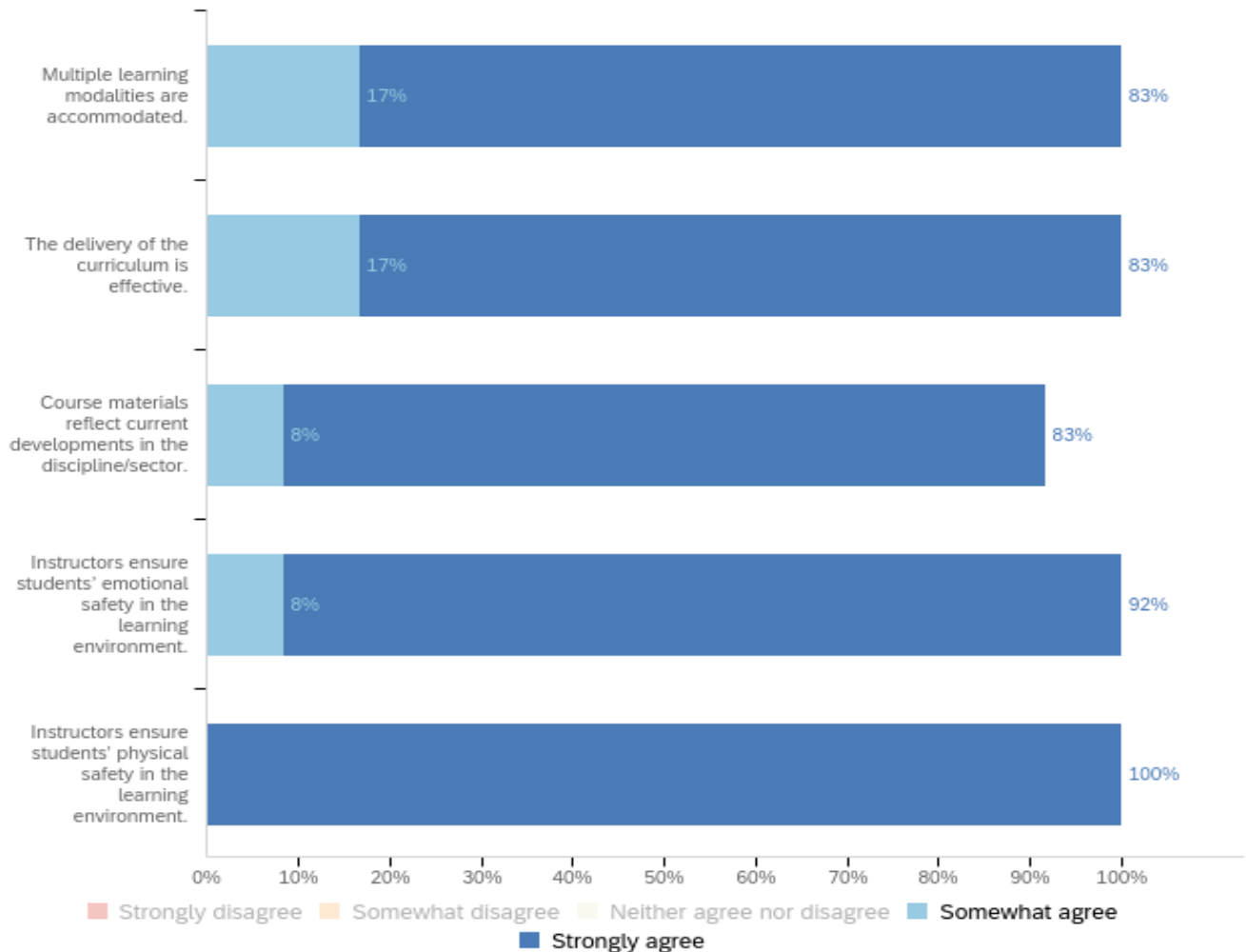


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	8%	8%	58%	25%	12
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	0%	17%	42%	42%	12
3	Reading and comprehending material (appropriate to the field)	0%	17%	42%	42%	12
4	Working effectively with others	0%	8%	0%	92%	12
5	Analyzing and thinking critically	0%	0%	50%	50%	12
6	Resolving issues or other problems	0%	0%	50%	50%	12
7	Learning on their own	0%	8%	33%	58%	12

Does the instruction meet the needs of diverse learners?

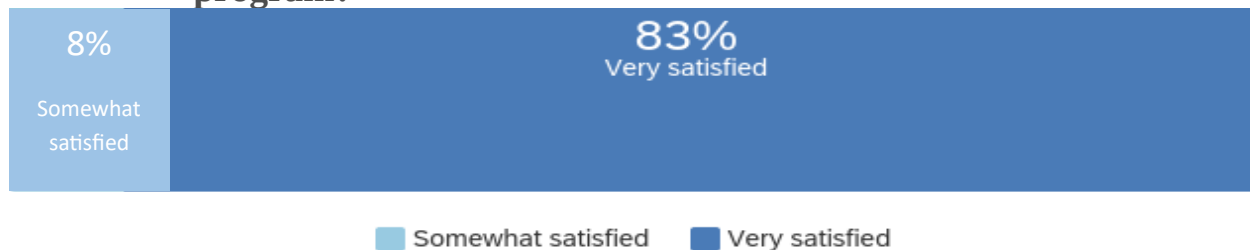
8. Thinking of how the program's courses are delivered, please indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Multiple learning modalities are accommodated.	0%	0%	0%	17%	83%	12
2	The delivery of the curriculum is effective.	0%	0%	0%	17%	83%	12
3	Course materials reflect current developments in the discipline/sector.	0%	8%	0%	8%	83%	12
4	Instructors ensure students' emotional safety in the learning environment.	0%	0%	0%	8%	92%	12
5	Instructors ensure students' physical safety in the learning environment.	0%	0%	0%	0%	100%	12

9. Overall, how satisfied are you with the quality of instruction across the program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the quality of instruction across the program?	Percentage
1	Very dissatisfied	8%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	8%
5	Very satisfied	83%
	Total number of respondents	12

10. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

I believe moodle sites are well equipped to cover all the information, and uses many teaching and learning ways. Example : GROUP ACTIVITIES, VIDEOS, ETC

good teamwork and collaboration

offers online, classroom lab and clinical

We offer a variety of methods for teaching and learning through lectures, case studies and group work, role plays. We collect data for each course to gather feedback from students and make changes to better meet their needs.

- cohesive faculty group that collaborates on an ongoing basis.

Instructors support each other to ensure the demands are being met. Consistency among courses and instructors share resources/Moodle.

The curriculum is well rounded, the faculty are experienced in teaching IENs and clinically, the Simulation lab is amazing, and having the SSL is a key, critical best practice nursing support.

Clinical education and hands on training online and blended learning case-based learning peer learning and group discussions flipped classroom Skills lab

The instruction is delivered using multiple modes, including online, on site, and classroom (class, lab, simulation lab, etc.). The instructors work closely with each other and with students to meet learning outcomes.

The program uses blended learning which is effective

11. Thinking of how instruction is delivered across the program as a whole, please provide any suggestions you have for improvements in program instruction.

We may can add updated forms and guidelines to Moodle site time to time. Example: sometimes I found forms and guidelines are old version as sitting there for long time.

more communication specifically with multiple sections of one course

incorporate simulation based learning using case scenarios to offer more hands on experience to prepare for clinical

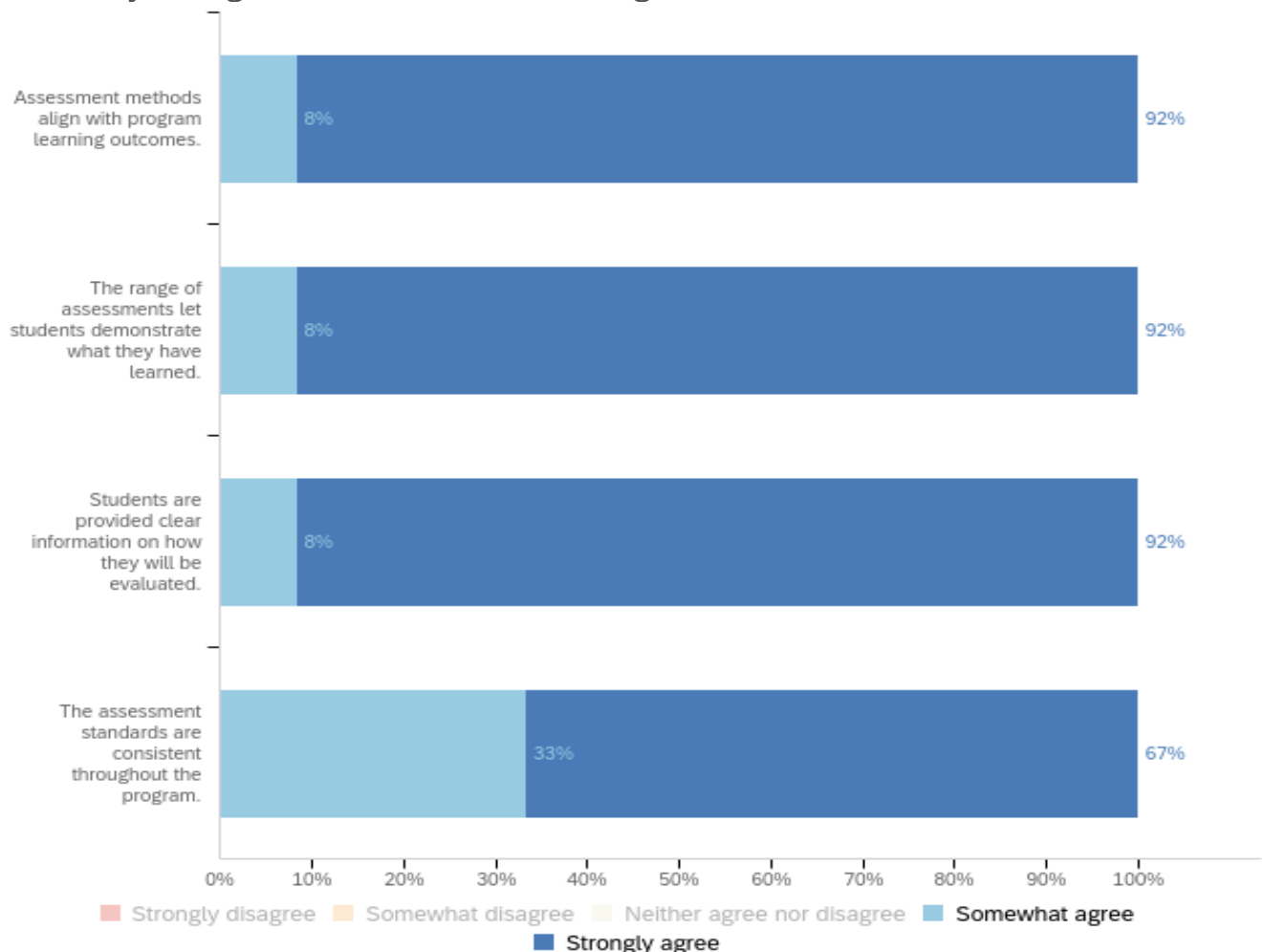
Consistency in who is teaching what course. Mentorship for new hires to the GNIE program (ie came from BSN, external hire)

More critical thinking, more working with other students in Health - group projects 'after hours' more clinical hours, and possibly a leadership course

simulation based learning- we need to do more of it. Expanding it will help our students handle rare or complex cases that they might not frequently encounter in clinical practice. i.e. code blue

Do the assessment methods allow students to demonstrate to what extent they have achieved the learning outcomes?

12. Thinking of how learning is assessed in the program courses you teach, indicate your agreement with the following.



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

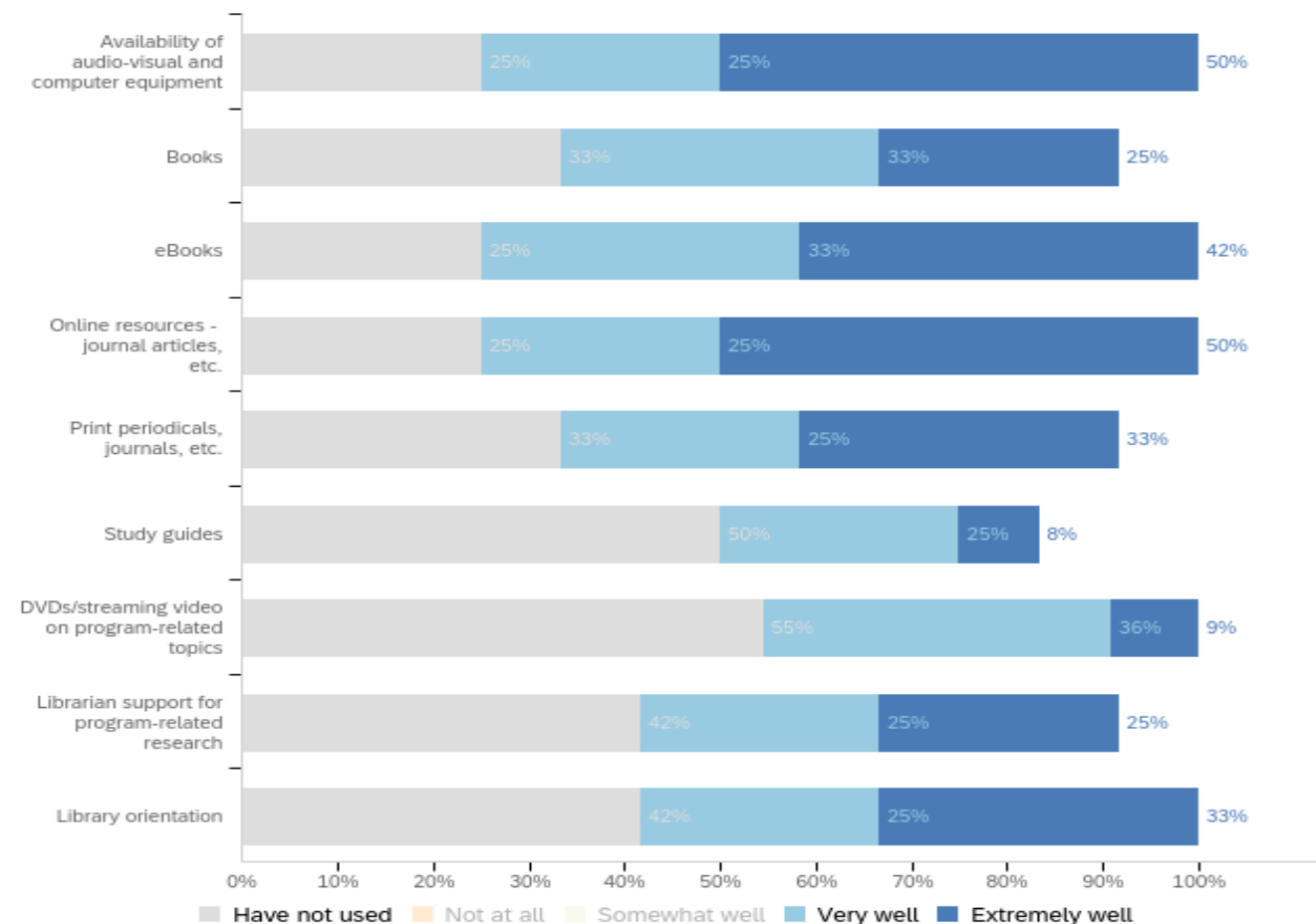
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Assessment methods align with program learning outcomes.	0%	0%	0%	8%	92%	12
2	The range of assessments let students demonstrate what they have learned.	0%	0%	0%	8%	92%	12
3	Students are provided clear information on how they will be evaluated.	0%	0%	0%	8%	92%	12
4	The assessment standards are consistent throughout the program.	0%	0%	0%	33%	67%	12

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?]

13. How well are the following library resources meeting the program's needs?

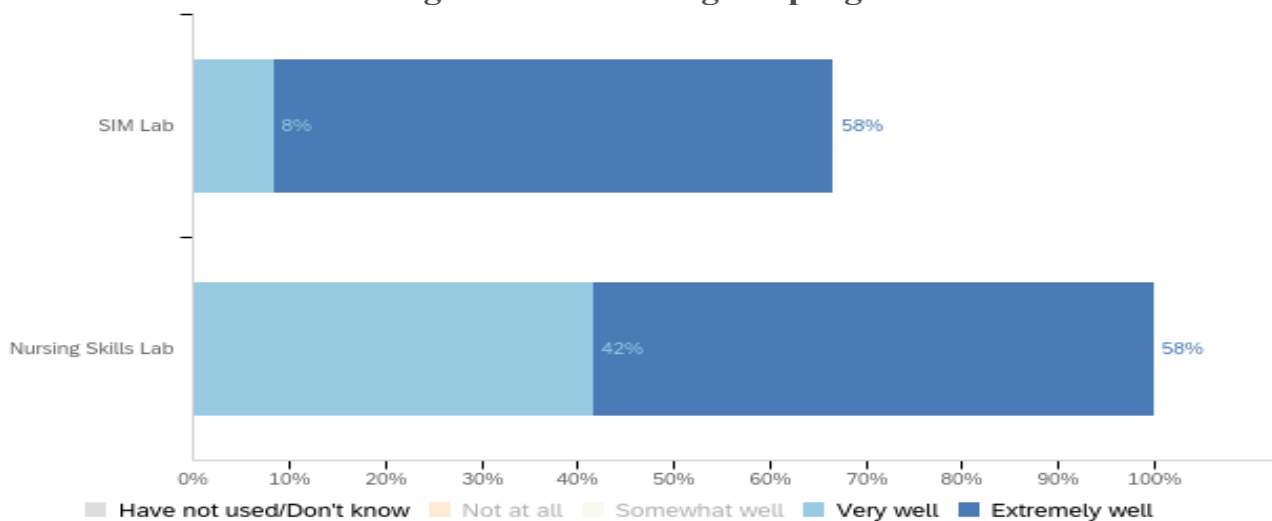


Note that “not at all” and “Somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “Somewhat well” categories.

#	Question	Have not used	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of audio-visual and computer equipment	25%	0%	0%	25%	50%	12
2	Books	33%	0%	8%	33%	25%	12
3	eBooks	25%	0%	0%	33%	42%	12
4	Online resources - journal articles, etc.	25%	0%	0%	25%	50%	12
5	Print periodicals, journals, etc.	33%	0%	8%	25%	33%	12
6	Study guides	50%	0%	17%	25%	8%	12
7	DVDs/streaming video on program-related topics	55%	0%	0%	36%	9%	11
8	Librarian support for program-related research	42%	0%	8%	25%	25%	12
9	Library orientation	42%	0%	0%	25%	33%	12

Does the program have the facilities needed to deliver the curriculum?

14. How well are the following facilities meeting the program's needs?

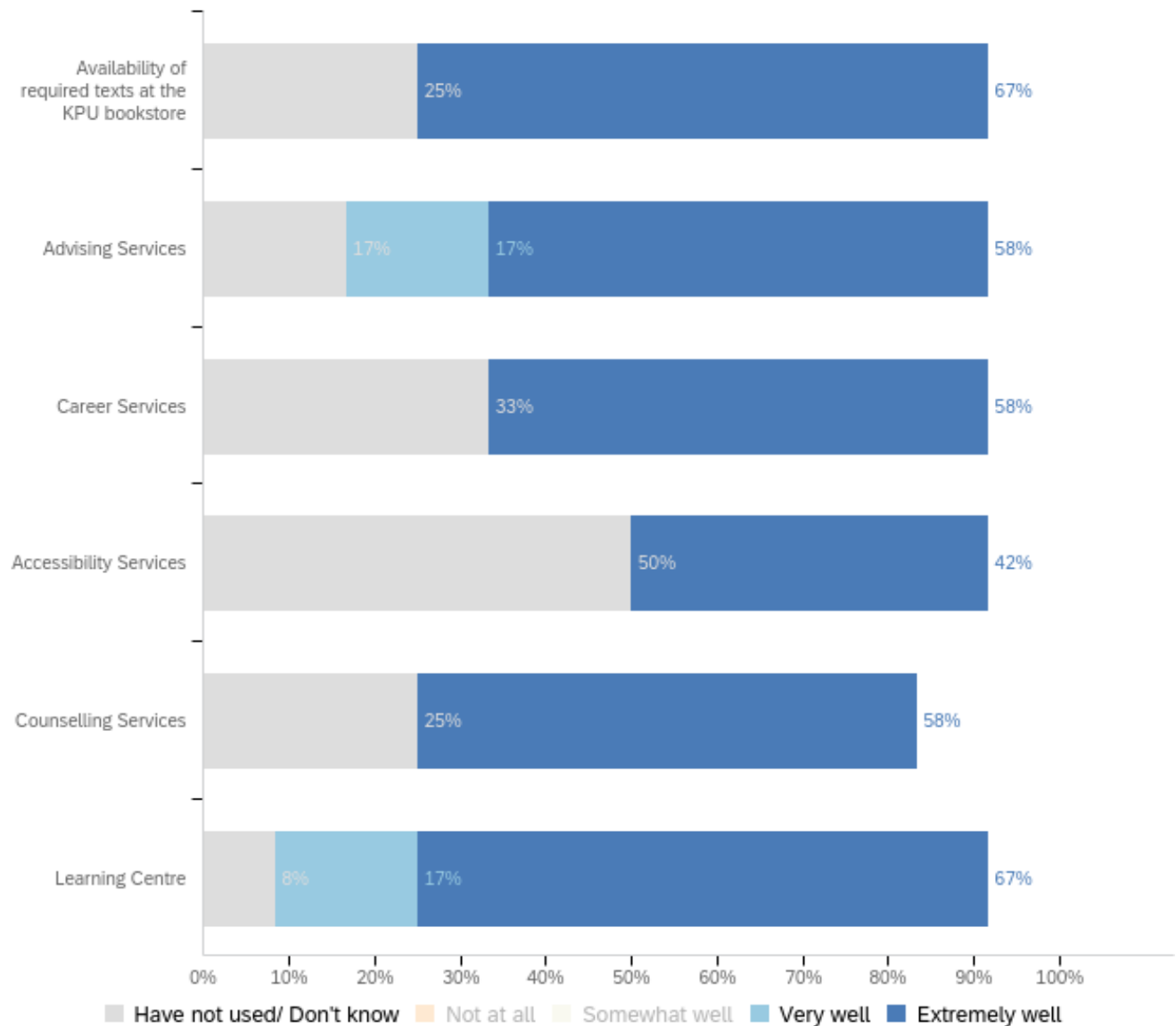


Note that “not at all” and “Somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “Somewhat well” categories.

#	Question	Have not used/Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	SIM Lab	0%	0%	33%	8%	58%	12
2	Nursing Skills Lab	0%	0%	0%	42%	58%	12

Does the program have the support services needed to deliver the curriculum?

15. How well are the following services meeting the program's needs?



Note that “not at all” and “Somewhat well” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “Somewhat well” categories.

#	Question	Have not used/ Don't know	Not at all	Somewhat well	Very well	Extremely well	Total
1	Availability of required texts at the KPU bookstore	25%	0%	8%	0%	67%	12
2	Advising Services	17%	0%	8%	17%	58%	12
3	Career Services	33%	0%	8%	0%	58%	12
4	Accessibility Services	50%	0%	8%	0%	42%	12
5	Counselling Services	25%	0%	17%	0%	58%	12
6	Learning Centre	8%	0%	8%	17%	67%	12

Appendix F GNIE Program Review Student Survey Results

Graduate Nurse Internationally Educated Re-Entry Program Review – Student Survey Results

The student survey was sent to 74 GNIE students. A total of 31 students responded. The response rate is 42%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Who takes the program?

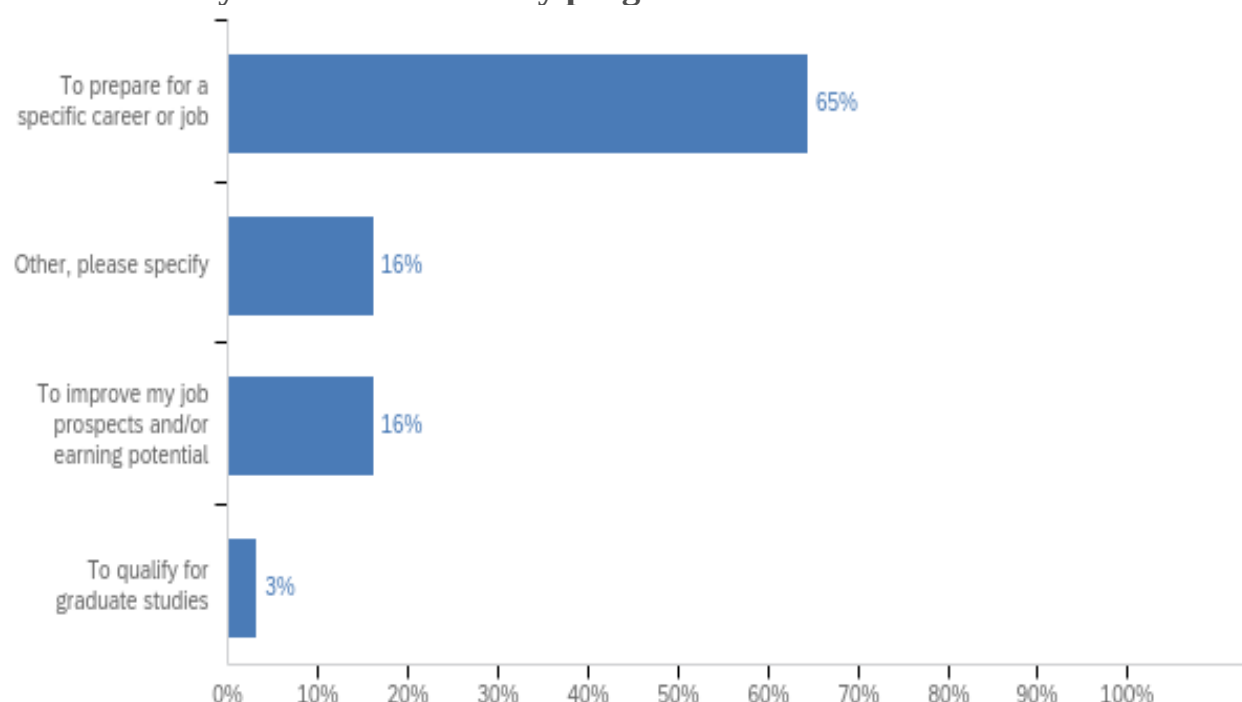
Your Program

1. How many credits have you completed in the Graduate Nurse Internationally Educated Re-Entry program?

#	How many credits have you completed in the Graduate Nurse Internationally Educated Re-Entry program?	Percentage
1	Less than 15 credits	7%
2	Between 15 and 30 credits	40%
3	More than 30 credits	53%
	Total number of respondents	30

Reasons for Taking the Program

2. What was your main reason for enrolling in the Graduate Nurse Internationally Educated Re-Entry program?



#	What was your main reason for enrolling in the Graduate Nurse Internationally Educated Re-Entry program? - Selected Choice	Percentage
1	To prepare for a specific career or job	65%
2	To qualify for the Post-Graduation Work Permit program	0%
3	Other, please specify	16%
4	To improve my job prospects and/or earning potential	16%
5	To prepare to transfer to another institution	0%
6	To qualify for graduate studies	3%
	Total number of respondents	31

Other, please specify - Text

To met BCCNM registration requirement

Nurse

“My main reason for enrolling in the Graduate Nurse Internationally Educated Re-Entry program was to meet the requirements for nursing practice in Canada and bridge the gap between my previous education and the Canadian healthcare system. This program provides me with the necessary clinical skills, knowledge, and regulatory understanding to become a competent and confident nurse in Canada.

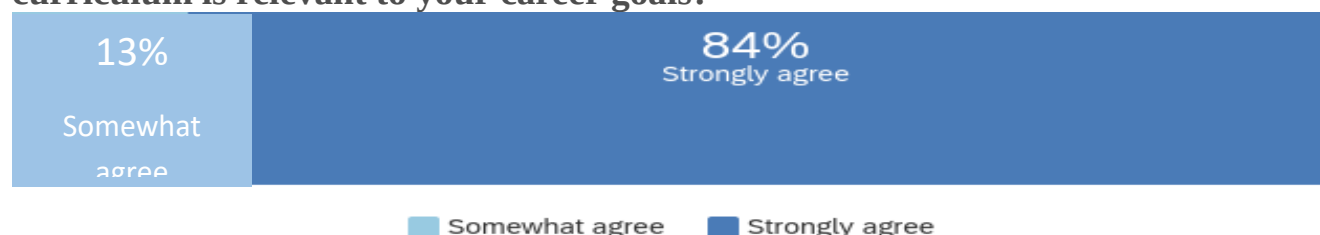
For my RN registration

To get my License as a Nurse here in BC

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Program Relevance

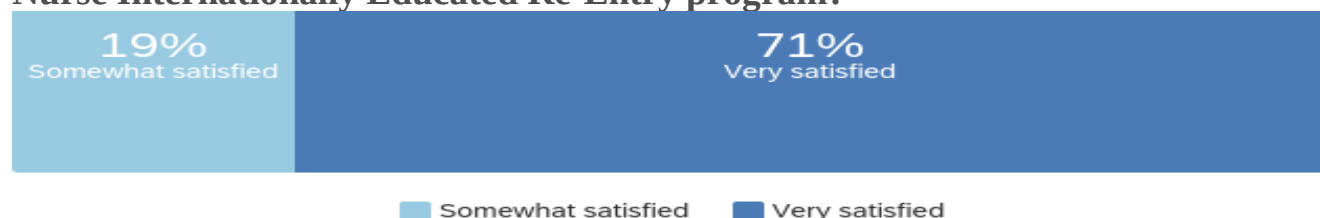
3. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program as a whole, to what extent do you agree that the program's curriculum is relevant to your career goals?	Percentage
1	Strongly disagree	3%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	13%
5	Strongly agree	84%
	Total number of respondents	31

4. Overall, how satisfied are you with the curriculum of KPU's Graduate Nurse Internationally Educated Re-Entry program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Overall, how satisfied are you with the curriculum of KPU's Graduate Nurse Internationally Educated Re-Entry program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	10%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	19%
5	Very satisfied	71%
	Total number of respondents	31

5. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program's curriculum as a whole, please indicate the strengths of the program.

theory class and labs helps a lot of student to be prepared to the actual field.

To familiar with nursing in Canada

This program really helps a lot of Internationally License nurse to proceed and get heir license as a nurse here in BC. And helps the healthcare system fill out the lack of nurse in the hospital and other areas of medical institution. They prepare us on how Canadian setting is. So when IEN graduate work in the hospital they are ready and prepared what to do. That's why this program is really helpful and fulfilling for International Nurses like me.

This is a great review of previous education within the Canadian nursing practice. This program provides good clinical experience.

The syllabus of the program

The program effectively combines theory and hands-on experience, helping internationally educated nurses adapt to the Canadian healthcare system.

The faculty is highly supportive and dedicated to helping students succeed. The clinical placements in diverse healthcare settings are a key strength, offering students valuable real-world experience and the chance to enhance their clinical decision-making skills.

The GNIE program is an excellent bridging program for internationally educated nurses, providing a strong foundation in Canadian nursing standards, clinical practice, and NCLEX-RN preparation. It offers hands-on clinical experience, supportive faculty, and a focus on communication and cultural adaptation. The program effectively enhances critical thinking, patient safety, and professional integration. However, more hands-on lab practice, extended clinical hours, and additional NCLEX support could further strengthen the learning experience. Overall, it is a well-structured program that prepares IENs for a successful nursing career in Canada.

The GNIE program has several strengths that support internationally educated nurses in transitioning to the Canadian healthcare system. It provides valuable clinical experience through hands-on placements in healthcare settings, allowing students to apply their skills in real-world scenarios. The comprehensive curriculum covers essential knowledge needed to work as a nurse in Canada. Additionally, supportive teachers offer guidance and mentorship, helping students navigate their learning journey. The program also incorporates modern learning tools, such as simulation labs, which enhance training and build confidence. Through these aspects, the GNIE program equips students with essential skills, improves critical thinking, communication, and cultural understanding, and prepares them for nursing registration in Canada.

The GNIE program at KPU is well-structured and effectively supports internationally educated nurses in transitioning to Canadian nursing practice. It offers strong clinical placements, focuses on BCCNM standards, and builds communication and cultural competence.

Straightforward, prepares students for clinical setting,

Short duration, intensive courses.

Preparation for the career chosen

One of the strengths of the program was having Professor **[Instructor Name Redacted]**, who taught us in both the first and final terms. She provided 100% support and guidance throughout the course. Additionally, the program offered a strong introduction to nursing in Canada and provided hands-on clinical skills training in the open lab.

It's concise and delivery is very simple

It is an intense 1 year course that enables Internationally-Educated nurses to grow and grasp the Canadian Healthcare System quickly. It helps embed safe practice among nurses and maintain quality patient-centered care while being guided by instructors who understand the struggles of IENs

In clinical placements, student nurses have the experienced what its like to work in a hospital in Canada. And skills lab prepares us how to tackle certain procedures that are usually encountered in the hospital.

Hands on experience, dealing in realistic hospital environment.

Great clinical areas for practicing and leaning Canadian healthcare workplace

Gnie Program has been a great opportunity for us internationally educated nurses. this program showed me the broader scope of my nursing career which i haven't experienced way back home while i was doing my career. so many new learnings and i felt confident already ever since i started this program, super proud and blessed that i am one of the luckiest to get into this program. will be cherished and will be grateful forever for this opportunity.

Giving a crash course of entire nursing was good. Introducing international nurses to Canadian Health Care System for practice under supervision for sometime is good point and relevant.

Flexible schedule Relevancy of courses Learning culture is superb Instructors

Concise and suppprtive instructors.

Compact yet equipping.

Clinicals

Canadian practice by doing hospital experience is one of the greatest strengths of this program

6. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program's curriculum as a whole, please provide suggestions you have for improvement.

I just hope that ALL instructors will allow students to perform simple skills on patients and not just by observing them. I believe students will not pass their lab courses if they are not competent enough to be on the floor.

there should be in person class for Medical and Surgical Nursing instead of online.

One area for improvement is teaching delivery. While the content is relevant, instructors could spend more time explaining topics in-depth during class instead of focusing heavily on assignment work. This would help students gain a better understanding of key nursing concepts.

Do not ask students for their priority list of clinical placements if this will eventually change for no specific reason. Provide this option ONLY if you can consider such priority list, otherwise, make it a random placement from the start.

I wish clinical format from term one has same format with term three in regards of resources and clear expectations outline.

I felt that 2nd semester is very light but 1st and 3rd are very heavy. Maybe redistribute some theory can help.

I suggest holding classes at the Richmond or Surrey campus instead of Langley, as the Langley campus had a high number of homeless individuals, and basic facilities like a café or dining options were not satisfactory. Additionally, instructors struggled with online classes and frequently had to contact IT support, which took up valuable class time. The clinical placements were not very beneficial, as we were mostly working like staff rather than focusing on learning and practice. In my opinion, clinical training would be more effective in quieter units with direct supervision from instructors, especially for the practicum and the first term.

I would like to have more in-class es for theory.

To enhance the GNIE program, increasing hands-on lab practice, extending clinical hours, and strengthening NCLEX-RN preparation with more review sessions and practice exams would be beneficial. Flexible scheduling options and a mentorship program with past graduates could provide better support.

For what I have experience, it is nice to provide updates in the skills lab so students can practice as how it is in the hospital setting right now because some of the supplies and equipment is not really updated. So student, cannot practice sometimes. But for me as a whole, the curriculum just needs some updates too what is really needed to be update when it comes to medical information as it is a continuous learning process. So, students can be updated too.

The theory and pharmacology aspect of learning would benefit more from in-person teaching rather than online instruction.

Have a simulation based on how to access the Cerner. Provide more hospital that have computer based hospital system like VGH, Royal Columbia and Lions Gate Hospital.

clinical instructors `s behaviors make us frustrated. I never thought I would see this kind of behavior in Canada and I will never forget. We are international nurse but they do not understand us and they think, we must be like them.

Ability to select clinical placement based on location

I suggest that future clinical students assigned to Peace Arch or any Surgical Unit in the course **[Course Name Redacted]** clinical be given the chance to gain experience in the Operating Room (OR) and Post-Anesthesia Care Unit (PACU). Even if only one student per shift can participate, a rotating schedule would allow everyone to observe daily routines and surgical procedures. This experience would greatly enhance students' knowledge and help them better understand and manage various surgical cases.

more hospitals for clinical exposure.

Expand and strongly advocate 3rd term clinicals to VCH hospitals.

more opportunity to have one on one coaching in a specific skills.

While clinical placements are essential, additional simulation-based training could help students practice critical care situations in a controlled environment. This would allow for hands-on practice with complex scenarios before encountering them in the clinical setting.

Nothing

Maybe an in class schedule for theory and pharmacology subjects

First semester is very compact

More clinical rotations

7. What topics, if any, are missing from the program?

None that I know of

NA

There are no major topics missing from the curriculum, but deeper discussion and clarification during lectures would enhance learning and confidence among students.

All relevant topics are covered but certain instructors lack expertise in teaching them.

None.

No

NA

For me, nothing. As this program is really a compress type of nursing program.

A separate class just for nclex review

None so far

to consider some spots for someone that could not pass some courses for the next semester.

None so far

everything was well taught.

give more emphasis to pharmacology class.

Nothing

None

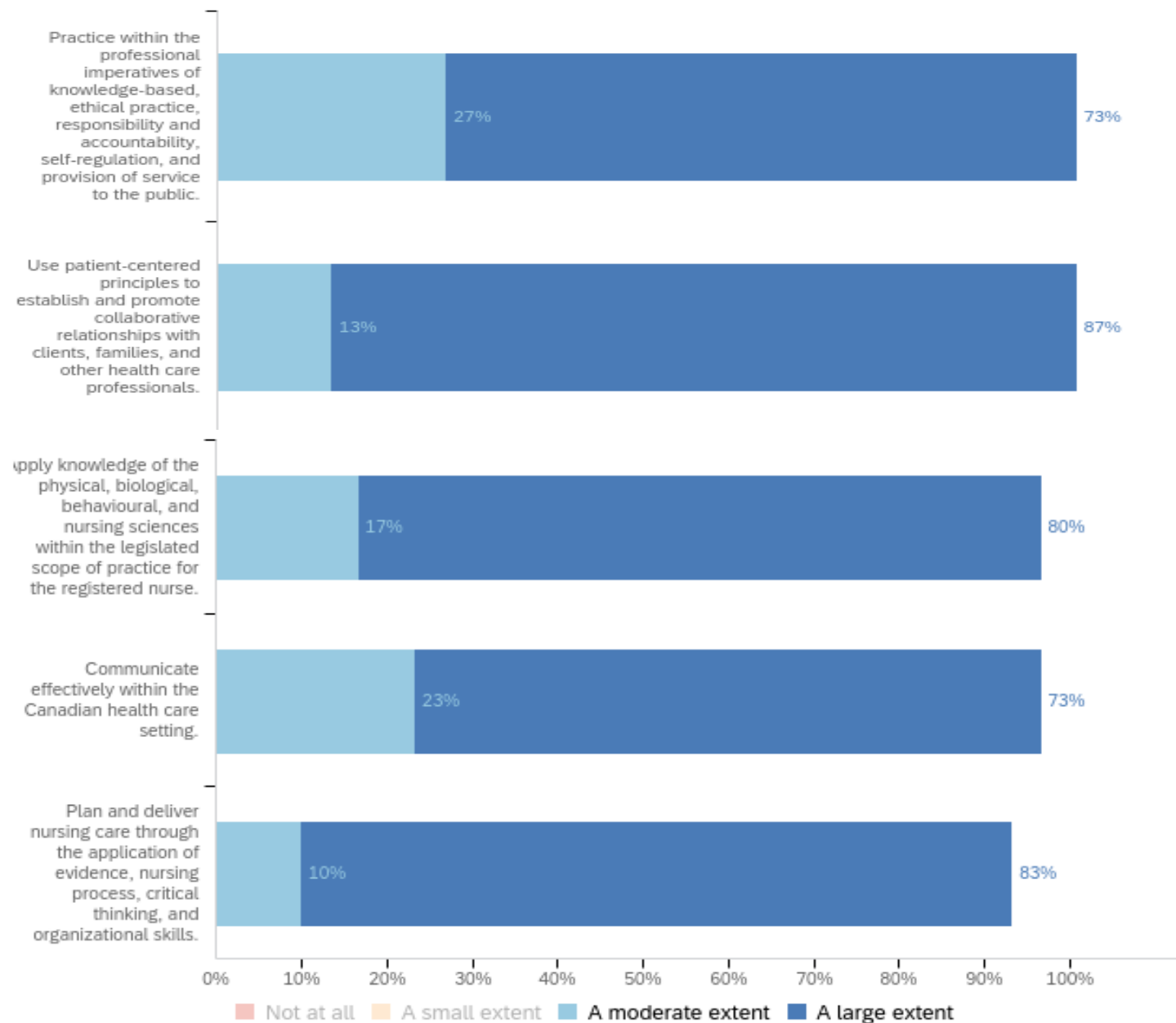
None

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Instructional Design and Delivery

Are appropriate opportunities provided to help students acquire the PLOs?

8. Program Learning Outcomes are statements that describe the knowledge and skills students will have upon completion of a program. To what extent are the courses you are taking for KPU's Graduate Nurse Internationally Educated Re-Entry program helping you develop each of the following learning outcomes?

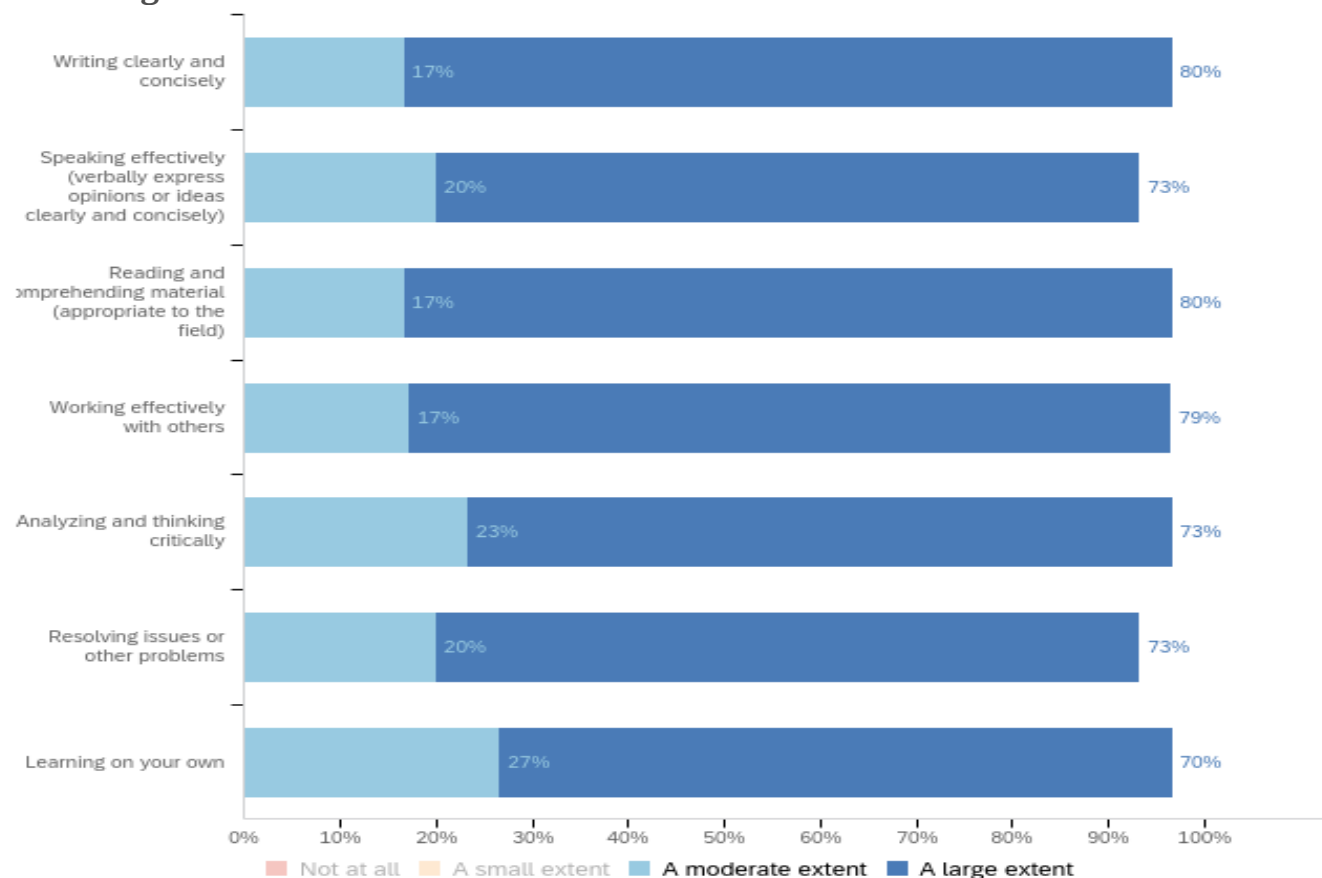


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Practice within the professional imperatives of knowledge-based, ethical practice, responsibility and accountability, self-regulation, and provision of service to the public.	0%	0%	27%	73%	30
2	Use patient-centered principles to establish and promote collaborative relationships with clients, families, and other health care professionals.	0%	0%	13%	87%	30
3	Apply knowledge of the physical, biological, behavioural, and nursing sciences within the legislated scope of practice for the registered nurse.	0%	3%	17%	80%	30
4	Communicate effectively within the Canadian health care setting.	0%	3%	23%	73%	30
5	Plan and deliver nursing care through the application of evidence, nursing process, critical thinking, and organizational skills.	0%	7%	10%	83%	30

Are appropriate opportunities provided to help students acquire the essential skills?

9. To what extent are the courses you are taking for KPU’s Graduate Nurse Internationally Educated Re-Entry program helping you develop each of the following essential skills?

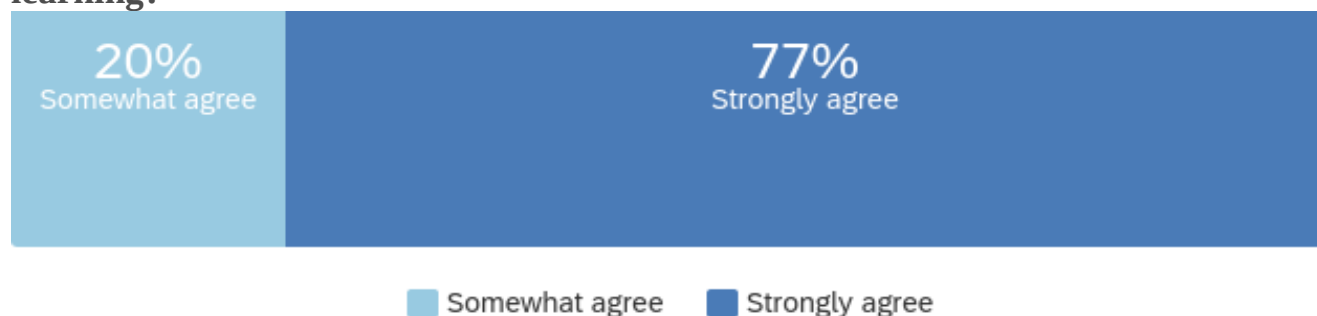


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Writing clearly and concisely	0%	3%	17%	80%	30
2	Speaking effectively (verbally express opinions or ideas clearly and concisely)	0%	7%	20%	73%	30
3	Reading and comprehending material (appropriate to the field)	0%	3%	17%	80%	30
4	Working effectively with others	0%	3%	17%	79%	29
5	Analyzing and thinking critically	0%	3%	23%	73%	30
6	Resolving issues or other problems	0%	7%	20%	73%	30
7	Learning on your own	0%	3%	27%	70%	30

Are appropriate work-integrated and/or community-engaged learning opportunities provided to help students acquire the learning outcomes?

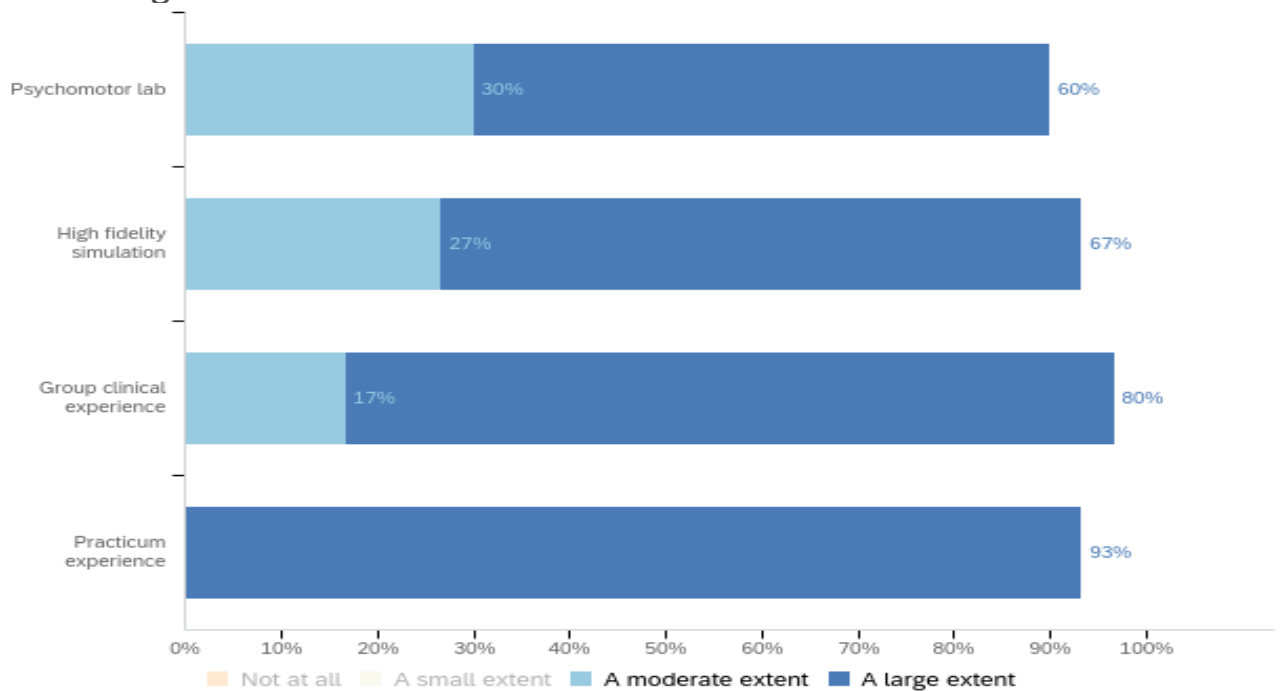
10. To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	To what extent do you agree that you have sufficient opportunities in the program to reinforce your learning through practical application of this learning?	Percentage
1	Strongly disagree	0%
2	Somewhat disagree	3%
3	Neither agree nor disagree	0%
4	Somewhat agree	20%
5	Strongly agree	77%
	Total number of respondents	30

11. Indicate the extent the following learning opportunities contributed to your learning.



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Not at all	A small extent	A moderate extent	A large extent	Total
1	Psychomotor lab	3%	7%	30%	60%	30
2	High fidelity simulation	0%	7%	27%	67%	30
3	Group clinical experience	3%	0%	17%	80%	30
4	Practicum experience	0%	7%	0%	93%	30

Does the program design ensure students are prepared for subsequent courses? / Are students making satisfactory progress in the program?

12. Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program as a whole, to what extent do you agree that the prerequisites offered prepare you for more advanced courses?

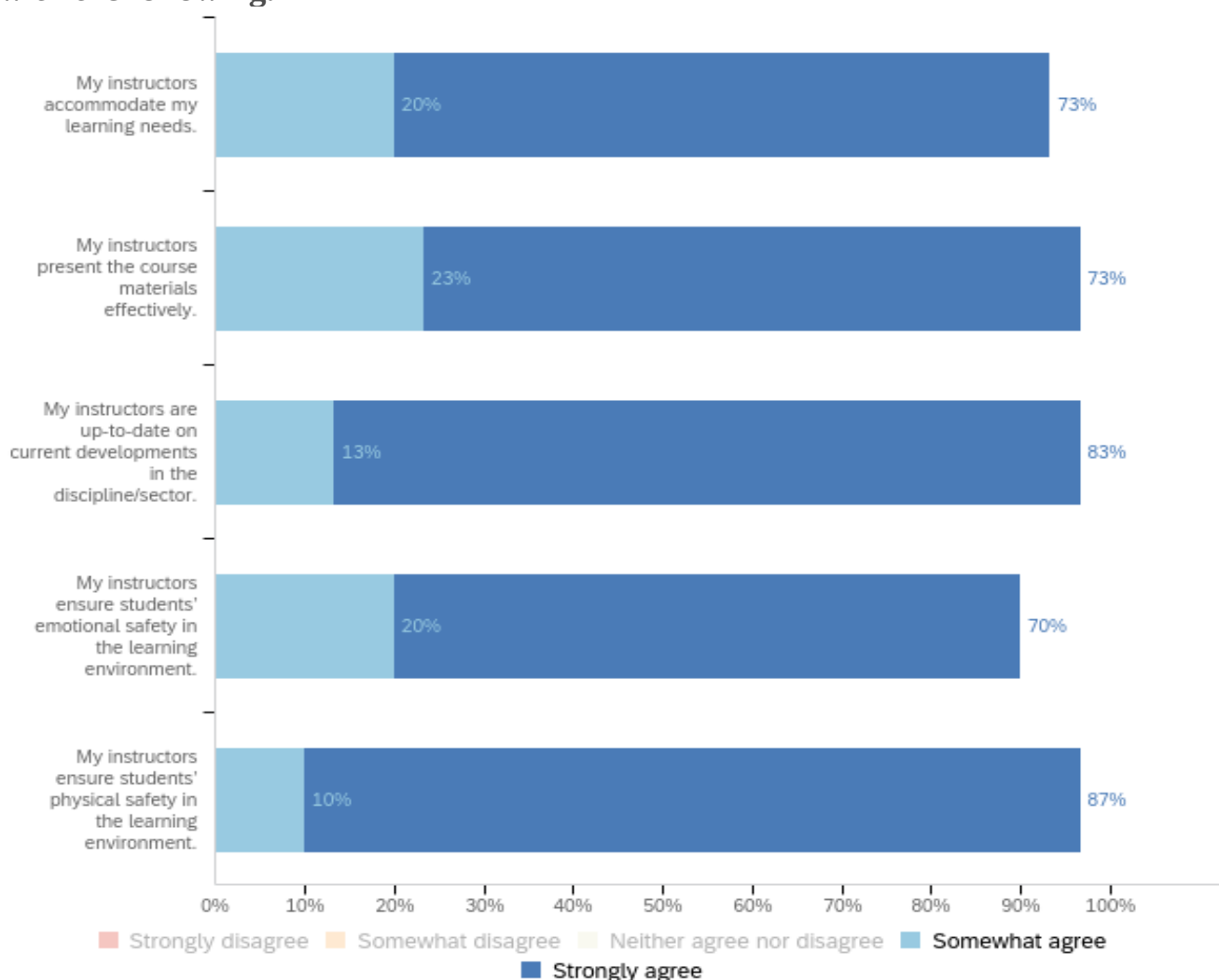


Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Thinking of KPU's Graduate Nurse Internationally Educated Re-Entry program as a whole, to what extent do you agree that the prerequisites offered prepare you for more advanced courses?	Percentage
1	Strongly disagree	3%
2	Somewhat disagree	0%
3	Neither agree nor disagree	0%
4	Somewhat agree	37%
5	Strongly agree	60%
	Total number of respondents	30

Does the instruction meet the needs of diverse learners?

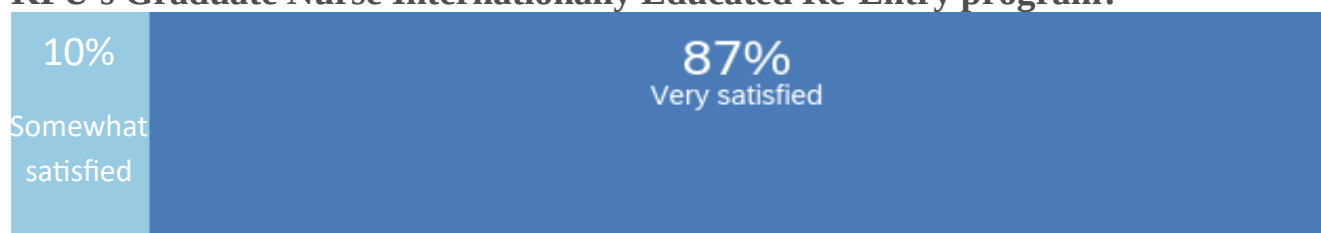
13. Thinking of how the program is delivered, please indicate your agreement with the following.



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	My instructors accommodate my learning needs.	0%	3%	3%	20%	73%	30
2	My instructors present the course materials effectively.	0%	0%	3%	23%	73%	30
3	My instructors are up-to-date on current developments in the discipline/sector.	0%	0%	3%	13%	83%	30
4	My instructors ensure students' emotional safety in the learning environment.	3%	7%	0%	20%	70%	30
5	My instructors ensure students' physical safety in the learning environment.	0%	0%	3%	10%	87%	30

14. Overall, how satisfied are you with the instruction you have received in KPU's Graduate Nurse Internationally Educated Re-Entry program?



■ Somewhat satisfied ■ Very satisfied

Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Overall, how satisfied are you with the instruction you have received in KPU's Graduate Nurse Internationally Educated Re-Entry program?	Percentage
1	Very dissatisfied	3%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	0%
4	Somewhat satisfied	10%
5	Very satisfied	87%
	Total number of respondents	30

15. Thinking of how instruction is delivered across the program as a whole, please indicate the strengths of the program instruction.

very concise
the strength of the program is the simulation lab and skills practice.
Well outlined
To familiar with nursing in Canada
The instructors dedication to teach the students
The instructors are highly knowledgeable and bring real-world experience to the classroom. They are approachable and dedicated to student success, providing personalized feedback and clear explanations to help students grasp difficult topics. The program effectively combines theoretical instruction with practical application, ensuring that students not only understand concepts but also know how to apply them in real-world clinical settings.
The instruction is clear, engaging, and well-structured. The mix of classroom learning and hands-on practice helps students understand concepts and apply them effectively. Instructors are knowledgeable and supportive, making the learning experience positive.
The instruction in the program is clear, organized, and easy to follow. Teachers are supportive and provide helpful explanations, making it easier for students to understand the material. The mix of classroom learning and practical experience helps students connect theory with real-world practice. Additionally, the use of simulation labs and hands-on activities builds confidence and prepares students for actual nursing tasks. Overall, the teaching style is effective in helping students learn and succeed.
The instruction across the GNIE program is generally clear and organized. Instructors are knowledgeable, supportive, and bring real-life nursing experience into the classroom, which helps connect theory to practice. The use of case studies and group discussions also encourages critical thinking and collaboration among students.
Relevant and complete.
One of the strengths of the program instruction was the support and guidance provided by experienced instructors, who was highly knowledgeable and supportive. The use of open labs for clinical skills practice was also very beneficial, allowing us to gain hands-on experience in a controlled environment. Additionally, the introduction to nursing in Canada helped bridge the gap for internationally educated nurses.
NA
It is done in a smaller group which helps instructors monitor their students better
Instructors are rich in knowledge and with appropriate teaching methods.
Instructions are very clear and easy to understand
Instructions are provided clearly
Group work, brain storming, individual learning
Detailed Well structured
Concise and easy to understand
Blended delivery helped me manage school and family life.
At first it's hard because we are not familiar with the Moodle and how to access. But as times goes, we learned and get used to it.
As a team of diverse clinicians, they have also experienced the hardship of being an internationally educated nurse in Canada and to that extend they share as much as they can to help students learn how Canadian healthcare work.

16. Thinking of how instruction is delivered across the program as a whole, please provide suggestions you have for improvement in program instruction.

For me, it was delivered as organized as how student can easily understand it. But other students will not agree on that as we have different views of studying and approached.

However, these instructions changes with no apparent reasons

If two programs can be done in a day so one does not have to travel long distance for just one program a day and return the next day for another

Incorporating more clinical simulations in addition to real-world placements could further improve practical skills development. Simulations provide a controlled environment to practice and refine techniques before encountering them in a clinical setting.

It may be helpful to consider blending the [Course Name Redacted] class, where some sessions are held in person. This would allow for more direct interaction with the teacher and fellow students, making it easier to ask questions, discuss concepts, and engage in group activities. Having in-person sessions could improve understanding and provide more opportunities for clarification and active learning.

More in school/classroom time

NA

NA

None so far

Nothing

One area for improvement is the balance between lectures and assignments. Sometimes, there is too much focus on assignment work and not enough time spent on explaining complex topics in class. Providing more in-depth lectures, interactive teaching methods could enhance understanding and overall learning

One major area for improvement is the delivery of online classes. Some instructors struggled with using technology effectively and frequently had to contact IT support, which disrupted learning. Providing additional training for instructors on online teaching tools would help. Additionally, clinical placements could be more structured. Instead of working like staff, students should have more opportunities to focus on learning and skill-building. Clinical training in quieter units with direct supervision from instructors, especially in the first term and practicum, would be much more beneficial. Instructors would be on the unit for resolving issues and any questions that need clarification on this matter.

The group assignment better be an individual

To teach clinical instructors for behaving with more patience and respectful.

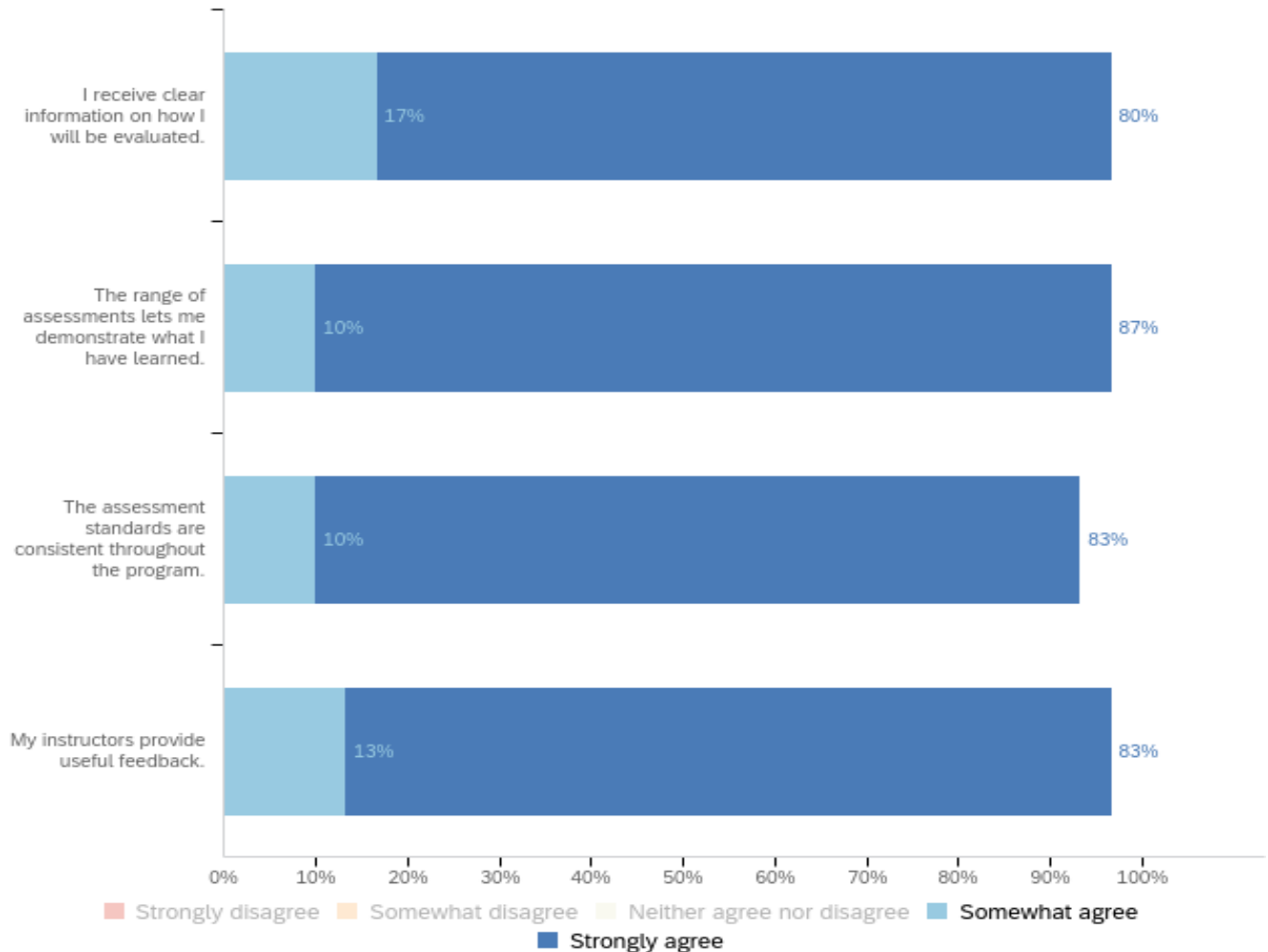
early accessibility

more case study and real life scenario

more osces in handling emergency scenarios

Do the assessment methods allow students to demonstrate the extent to which they have achieved the learning outcomes?

17. Thinking of how learning is assessed in the program as a whole, indicate your agreement with the following.



Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

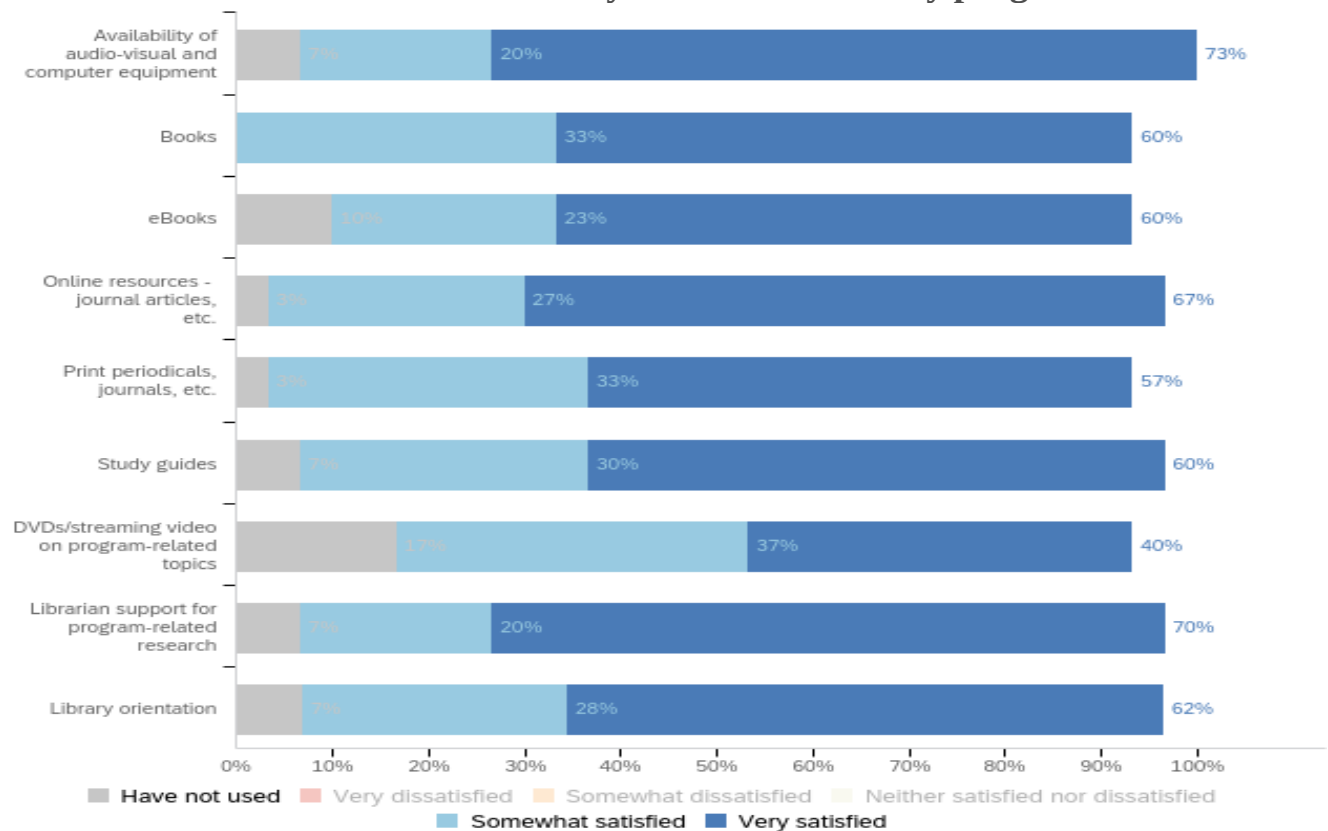
#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	I receive clear information on how I will be evaluated.	0%	3%	0%	17%	80%	30
2	The range of assessments lets me demonstrate what I have learned.	0%	3%	0%	10%	87%	30
3	The assessment standards are consistent throughout the program.	0%	3%	3%	10%	83%	30
4	My instructors provide useful feedback.	3%	0%	0%	13%	83%	30

QUESTIONS ON CHAPTER 5: RESOURCES, SERVICES AND FACILITIES

Program Resources, Services and Facilities

Does the program have the library and learning resources needed to deliver the curriculum?

18. How satisfied are you with the following library resources as they apply to KPU's Graduate Nurse Internationally Educated Re-Entry program?



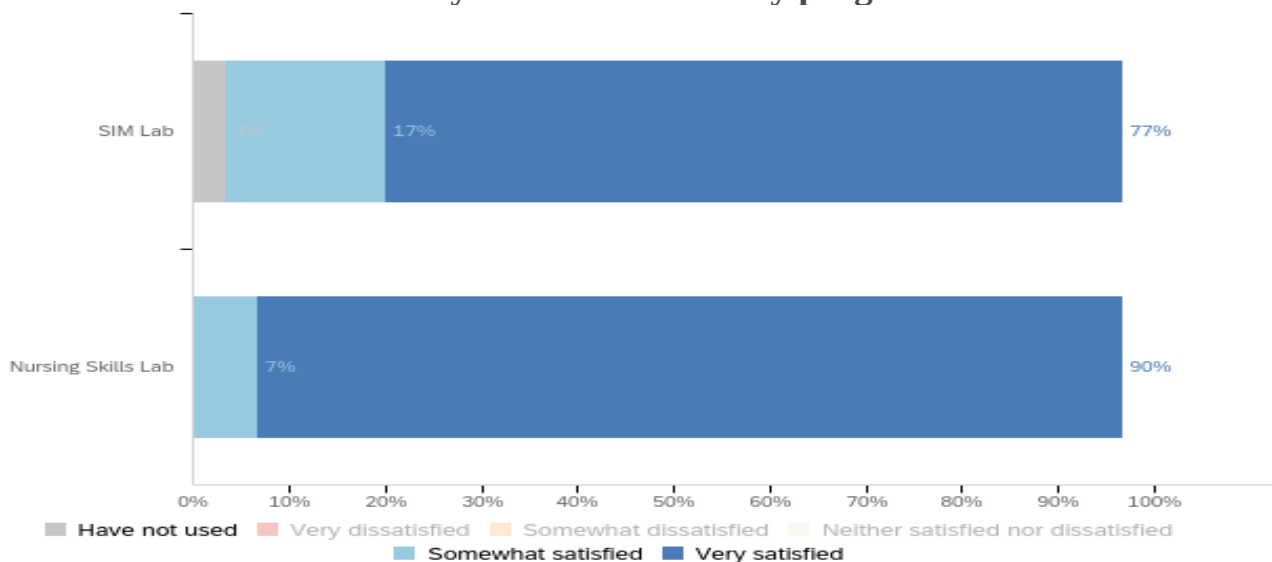
Note that “not at all” and “a small extent” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all” and “a small extent” categories.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of audio-visual and computer equipment	7%	0%	0%	0%	20%	73%	30
2	Books	0%	0%	0%	7%	33%	60%	30
3	eBooks	10%	0%	0%	7%	23%	60%	30
4	Online resources - journal articles, etc.	3%	0%	0%	3%	27%	67%	30
5	Print periodicals, journals, etc.	3%	0%	0%	7%	33%	57%	30
6	Study guides	7%	3%	0%	0%	30%	60%	30
7	DVDs/streaming video on program-related topics	17%	0%	0%	7%	37%	40%	30

8	Librarian support for program-related research	7%	0%	0%	3%	20%	70%	30
9	Library orientation	7%	0%	0%	3%	28%	62%	29

Does the program have the facilities needed to deliver the curriculum?

19. How satisfied are you with the following facilities as they apply to KPU's Graduate Nurse Internationally Educated Re-Entry program?

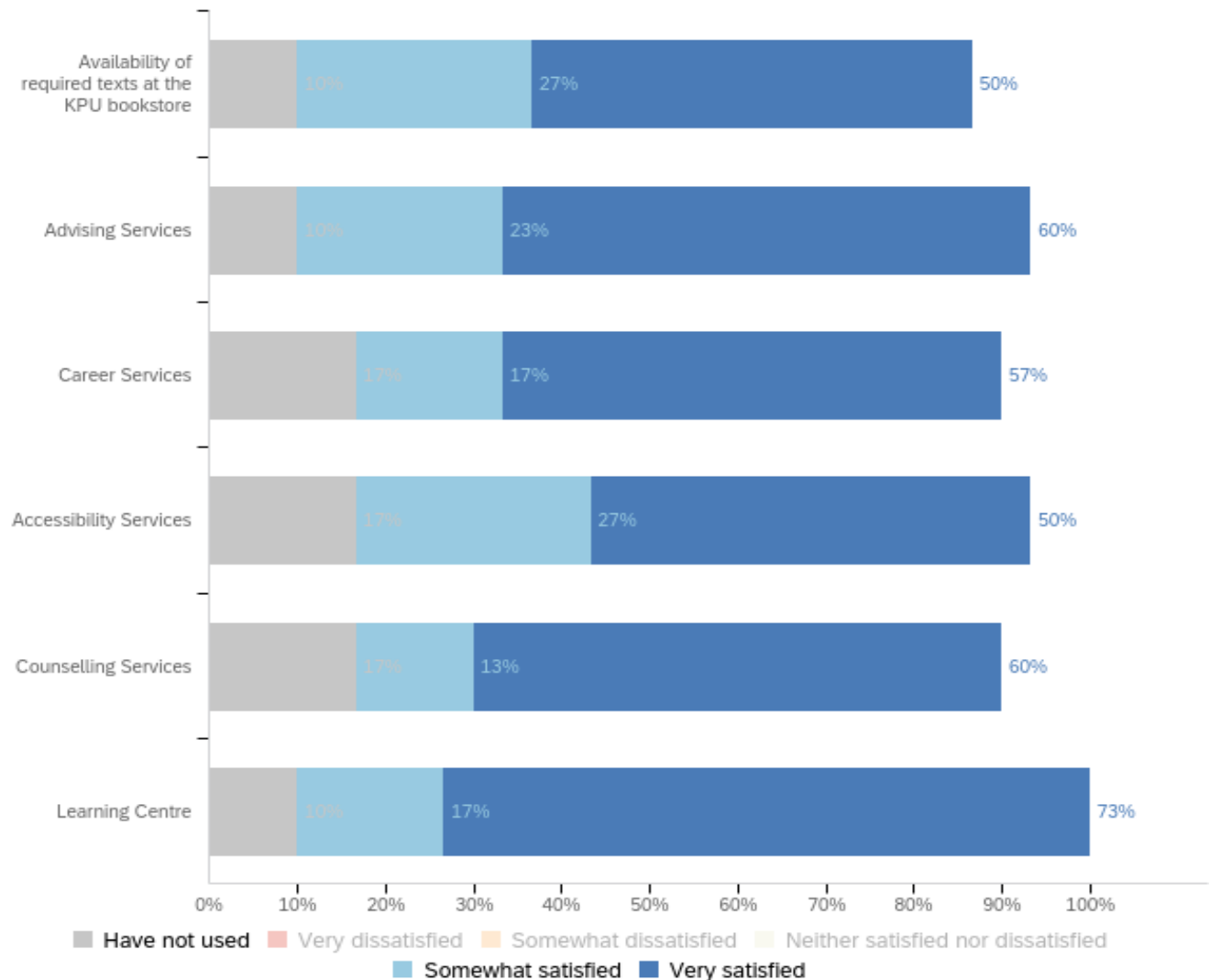


Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	SIM Lab	3%	0%	3%	0%	17%	77%	30
2	Nursing Skills Lab	0%	0%	3%	0%	7%	90%	30

Does the program have the support services needed to deliver the curriculum?

20. How satisfied are you with the following as they apply to KPU's Graduate Nurse Internationally Educated Re-Entry program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	Question	Have not used	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total
1	Availability of required texts at the KPU bookstore	10%	0%	0%	13%	27%	50%	30
2	Advising Services	10%	0%	0%	7%	23%	60%	30
3	Career Services	17%	0%	0%	10%	17%	57%	30
4	Accessibility Services	17%	0%	0%	7%	27%	50%	30
5	Counselling Services	17%	0%	0%	10%	13%	60%	30
6	Learning Centre	10%	0%	0%	0%	17%	73%	30

Appendix G Curriculum Map

Term 1 Courses

1. GNIE 1102 Relational Engagement in Nursing Practice

- Focuses on self-concept, cultural influences, and communication.
- PLOs: 1, 2, 4.

The course learning outcomes (CLOs) for GNIE 1102, "Relational Engagement in Nursing Practice," are all at the Introduced (I) level. This means that the outcomes concentrate on knowledge or skills related to the program learning outcomes at a basic level or skills at an entry-level of complexity.

1. Examine personal meaning of self-concept, self-esteem, and self-efficacy - Introduced (I)
2. Explore personal and cultural influences on beliefs, values, feelings, perceptions, and ideas about self as a relational person - Introduced (I)
3. Explore Canadian Indigenous ways of being and knowing in communication - Introduced (I)
4. Explore the concept of power and positionality as a nurse and as a relational person - Introduced (I)
5. Integrate the concepts of caring, interpersonal relational communications in the process of developing caring relationships - Introduced (I)
6. Use a process of reflective analysis to enhance and synthesize understanding of relational engagement - Introduced (I)
7. Integrate the concepts of person-centered care within the context of the nurse/client relationship - Introduced (I)
8. Communicate with others within the context of the professional relationship - Introduced (I)

These introductory-level outcomes are designed to lay the foundation for more advanced learning in subsequent courses.

The course learning outcomes (CLOs) for GNIE 1102, "Relational Engagement in Nursing Practice," align closely with several program learning outcomes (PLOs) in the GNIE curriculum.

1. Examine personal meaning of self-concept, self-esteem, and self-efficacy:
 - This CLO aligns with PLOs that emphasize self-regulation and accountability. Understanding one's self-concept and self-esteem is crucial for nurses to practice ethically and responsibly.
2. Explore personal and cultural influences on beliefs, values, feelings, perceptions, and ideas about self as a relational person:

- This CLO supports PLOs related to patient-centered care and collaborative relationships. By understanding personal and cultural influences, nurses can better engage with clients and their families.
- 3. Explore Canadian Indigenous ways of being and knowing in communication:
 - This CLO aligns with PLOs that focus on effective communication and cultural sensitivity. It ensures that nurses can communicate respectfully and effectively with Indigenous populations.
- 4. Explore the concept of power and positionality as a nurse and as a relational person:
 - This CLO supports PLOs related to ethical practice and professional relationships. Understanding power dynamics helps nurses navigate their roles responsibly.
- 5. Integrate the concepts of caring, interpersonal relational communications in the process of developing caring relationships:
 - This CLO aligns with PLOs that emphasize patient-centered care and collaborative relationships. Developing caring relationships is fundamental to effective nursing practice.
- 6. Use a process of reflective analysis to enhance and synthesize understanding of relational engagement:
 - This CLO supports PLOs related to self-regulation and accountability. Reflective analysis helps nurses continuously improve their practice.
- 7. Integrate the concepts of person-centered care within the context of the nurse/client relationship:
 - This CLO aligns with PLOs that focus on patient-centered care. It ensures that nurses prioritize the needs and preferences of their clients.
- 8. Communicate with others within the context of the professional relationship:
 - This CLO supports PLOs related to effective communication and collaborative relationships. Professional communication is key to successful nursing practice.

Overall, the CLOs for GNIE 1102 are designed to introduce and develop foundational skills and knowledge that directly support the program's broader learning outcomes.

2. **GNIE 1104 Pharmacology for Nurses**

- Covers drug forms, pharmacologic actions, and medication administration.
- PLOs: 3, 5.

The course learning outcomes (CLOs) for GNIE 1104, "Pharmacology for Nurses," are at both the Introduced (I) and Developing (D) levels.

1. Describe the forms in which drugs are manufactured and the common abbreviations for each - Developing (D)
2. Describe the pharmacologic actions of common drugs used to treat common health challenges - Developing (D)
3. Explain the legislation that sets the requirements for the control and sale of narcotics and substances that are abused in Canada - Introduced (I)

4. Use drug reference material effectively - Developing (D)
5. Distinguish between local, systemic and therapeutic actions and allergic reactions and side effects of drugs - Developing (D)
6. Distinguish between over-the-counter drugs, prescription drugs, controlled drugs, restricted drugs and narcotic drugs - Introduced (I)
7. Explain the methods of administering common drugs used to treat common health challenges in Canada - Developing (D)
8. Calculate medication dosages for adult clients - Developing (D)

These outcomes ensure that students are progressively building their proficiency in pharmacology, starting with basic knowledge and moving towards more complex skills and understanding.

The course learning outcomes (CLOs) for GNIE 1104, "Pharmacology for Nurses," align with several program learning outcomes (PLOs) in the GNIE curriculum.

1. Describe the forms in which drugs are manufactured and the common abbreviations for each:
 - This CLO aligns with PLOs that emphasize knowledge-based practice. Understanding drug forms and abbreviations is fundamental for safe and effective medication administration.
2. Describe the pharmacologic actions of common drugs used to treat common health challenges:
 - This CLO supports PLOs related to applying knowledge of physical, biological, and nursing sciences. Knowing pharmacologic actions helps nurses make informed decisions about patient care.
3. Explain the legislation that sets the requirements for the control and sale of narcotics and substances that are abused in Canada:
 - This CLO aligns with PLOs that focus on ethical practice and responsibility. Understanding legislation ensures nurses comply with legal standards and promote safe practices.
4. Use drug reference material effectively:
 - This CLO supports PLOs related to evidence-based practice. Effective use of reference materials helps nurses stay informed about medications and their proper use.
5. Distinguish between local, systemic and therapeutic actions and allergic reactions and side effects of drugs:
 - This CLO aligns with PLOs that emphasize responsibility and accountability. Recognizing different drug actions and reactions is crucial for safe patient care.
6. Distinguish between over-the-counter drugs, prescription drugs, controlled drugs, restricted drugs and narcotic drugs:

- This CLO supports PLOs related to knowledge-based practice. Understanding drug classifications helps nurses navigate medication management and patient education.
- 7. Explain the methods of administering common drugs used to treat common health challenges in Canada:
 - This CLO aligns with PLOs that focus on applying knowledge of nursing sciences. Knowing administration methods ensures nurses can safely and effectively deliver medications.
- 8. Calculate medication dosages for adult clients:
 - This CLO supports PLOs related to responsibility and accountability. Accurate dosage calculations are essential for safe medication administration.

Overall, the CLOs for GNIE 1104 are designed to develop students' proficiency in pharmacology, ensuring they have the necessary knowledge and skills to meet the program's broader learning outcomes.

3. **GNIE 1117 Professional Nursing Practice 1**

- Emphasizes client care, psychomotor skills, and professional relationships.
- PLOs: 1, 2, 3, 4, 5.

The course learning outcomes (CLOs) for GNIE 1117, "Professional Nursing Practice 1," are primarily at the Introduced (I) level, with some outcomes at the Developing (D) level.

1. Engage with clients to assess, plan, implement and evaluate care - Introduced (I)
2. Apply selected concepts and psychomotor skills in the simulated setting and clinical setting - Introduced (I)
3. Provide safe client care consistently - Developing (D)
4. Compare and contrast essential assessment findings with knowledge of norms, pathophysiology, and previous client assessment data - Introduced (I)
5. Identify actual and potential health challenges and risk for injury - Introduced (I)
6. Plan, implement, and evaluate nursing interventions based on assessment findings, professional knowledge, and the established plan of care - Introduced (I)
7. Manage time effectively for two stable clients - Developing (D)
8. Identify and consult with appropriate members of the health care team - Introduced (I)
9. Initiate professional therapeutic relationships with clients and families - Introduced (I)
10. Apply ethical standards of practice - Developing (D)

These outcomes ensure that students are introduced to fundamental nursing practices and begin to develop their skills in providing safe and effective patient care.

The course learning outcomes (CLOs) for GNIE 1117, "Professional Nursing Practice 1," align closely with several program learning outcomes (PLOs) in the GNIE curriculum. Here's how they connect:

1. Engage with clients to assess, plan, implement and evaluate care:
 - This CLO aligns with PLOs that emphasize patient-centered care and evidence-based practice. Engaging with clients to assess and plan care ensures that nursing interventions are tailored to individual needs and based on professional knowledge.
2. Apply selected concepts and psychomotor skills in the simulated setting and clinical setting:
 - This CLO supports PLOs related to knowledge-based practice and responsibility and accountability. Applying psychomotor skills in both simulated and clinical settings helps nurses develop the practical skills necessary for safe and effective care.
3. Provide safe client care consistently:
 - This CLO aligns with PLOs that focus on ethical practice and responsibility and accountability. Consistently providing safe care is fundamental to professional nursing practice and ensures patient safety.
4. Compare and contrast essential assessment findings with knowledge of norms, pathophysiology, and previous client assessment data:
 - This CLO supports PLOs related to knowledge-based practice and critical thinking. Comparing assessment findings with established norms and pathophysiology helps nurses make informed decisions about patient care.
5. Identify actual and potential health challenges and risk for injury:
 - This CLO aligns with PLOs that emphasize responsibility and accountability and evidence-based practice. Identifying health challenges and risks is crucial for planning effective nursing interventions.
6. Plan, implement, and evaluate nursing interventions based on assessment findings, professional knowledge, and the established plan of care:
 - This CLO supports PLOs related to patient-centered care and evidence-based practice. Planning and evaluating interventions based on assessment findings ensures that care is tailored to the client's needs and based on current evidence.
7. Manage time effectively for two stable clients:
 - This CLO aligns with PLOs that focus on organizational skills and responsibility and accountability. Effective time management is essential for providing efficient and safe care to multiple clients.
8. Identify and consult with appropriate members of the health care team:
 - This CLO supports PLOs related to collaborative relationships and effective communication. Consulting with health care team members ensures that care is coordinated and comprehensive.
9. Initiate professional therapeutic relationships with clients and families:

- This CLO aligns with PLOs that emphasize patient-centered care and collaborative relationships. Building therapeutic relationships is key to effective nursing practice and client satisfaction.
10. Apply ethical standards of practice:
- This CLO supports PLOs related to ethical practice and responsibility and accountability. Adhering to ethical standards ensures that nursing care is conducted with integrity and professionalism.

Overall, the CLOs for GNIE 1117 are designed to introduce and develop fundamental nursing practices that directly support the program's broader learning outcomes.

4. **GNIE 1118 Professional Nursing Theory 1**

- Discusses health influences, regulatory frameworks, and chronic health challenges.
- PLOs: 1, 3, 4.

The course learning outcomes (CLOs) for GNIE 1118, "Professional Nursing Theory 1," are primarily at the Introduced (I) level, with one outcome at the Developing (D) level.

1. Describe personal, political and social influences on health and health care in Canada - Introduced (I)
2. Describe the regulatory framework of nursing in Canada - Introduced (I)
3. Differentiate between personal, public, and professional values and expectations as they relate to health care in Canada - Introduced (I)
4. Describe the structure and regulation of the Canadian Health Care system - Introduced (I)
5. Describe cultural, social, economic and demographic trends that influence the delivery of health care in Canada - Introduced (I)
6. Explain the impact of human responses on health - Developing (D)
7. Apply knowledge of selected chronic health challenges in Canada to simulated situations - Developing (D)
8. Describe common health beliefs and practices of Canada's Aboriginal populations - Introduced (I)

These outcomes ensure that students are introduced to fundamental concepts related to health care in Canada, laying the groundwork for more advanced learning in subsequent courses.

The course learning outcomes (CLOs) for GNIE 1118, "Professional Nursing Theory 1," align closely with several program learning outcomes (PLOs) in the GNIE curriculum.

1. Describe personal, political and social influences on health and health care in Canada:
 - This CLO aligns with PLOs that emphasize knowledge-based practice and responsibility and accountability. Understanding the various influences on health care helps nurses navigate the complexities of the Canadian health care system and advocate for their clients effectively.
2. Describe the regulatory framework of nursing in Canada:
 - This CLO supports PLOs related to ethical practice and self-regulation. Knowledge of the regulatory framework ensures that nurses practice within legal and professional standards, maintaining accountability and ethical integrity.
3. Differentiate between personal, public, and professional values and expectations as they relate to health care in Canada:
 - This CLO aligns with PLOs that focus on patient-centered care and collaborative relationships. Differentiating between various values and expectations helps nurses provide care that respects the diverse perspectives of clients, families, and health care professionals.
4. Describe the structure and regulation of the Canadian Health Care system:
 - This CLO supports PLOs related to knowledge-based practice and responsibility and accountability. Understanding the health care system's structure and regulation is crucial for effective navigation and advocacy within the system.
5. Describe cultural, social, economic and demographic trends that influence the delivery of health care in Canada:
 - This CLO aligns with PLOs that emphasize patient-centered care and collaborative relationships. Awareness of these trends helps nurses provide culturally sensitive and equitable care to diverse populations.
6. Explain the impact of human responses on health:
 - This CLO supports PLOs related to knowledge-based practice and critical thinking. Understanding human responses to health challenges enables nurses to plan and deliver appropriate interventions.
7. Apply knowledge of selected chronic health challenges in Canada to simulated situations:
 - This CLO aligns with PLOs that focus on evidence-based practice and responsibility and accountability. Applying knowledge to simulated situations helps nurses develop practical skills and confidence in managing chronic health conditions.
8. Describe common health beliefs and practices of Canada's Aboriginal populations:
 - This CLO supports PLOs related to cultural sensitivity and effective communication. Understanding Aboriginal health beliefs and practices ensures that nurses can provide respectful and culturally appropriate care.

Overall, the CLOs for GNIE 1118 are designed to introduce and develop foundational knowledge and skills that directly support the program's broader learning outcomes.

Term 2 Courses

1. GNIE 1218 Professional Nursing Theory 2

- Focuses on pathophysiology, health promotion, and ethical principles.
- PLOs: 1, 2, 3, 4, 5.

The course learning outcomes (CLOs) for GNIE 1218, "Professional Nursing Theory 2," are at both the Developing (D) and Advanced (A) levels. Here are the specific outcomes and their levels:

1. Apply knowledge of pathophysiology to case studies - Advanced (A)
2. Describe the construct of health promotion in Canada - Developing (D)
3. Describe the role of the nurse in promoting health - Developing (D)
4. Use a process of critical inquiry in planning care for individuals and families experiencing selected health challenges prevalent in the Canadian population - Developing (D)
5. Apply principles and strategies of teaching/learning to meet client needs - Developing (D)
6. Apply knowledge of legislation and related nursing practice standards to nursing practice - Developing (D)
7. Apply ethical principles and moral reasoning theories to client situations - Developing (D)
8. Describe selected health challenges in Canada including etiology, treatment and nursing care - Advanced (A)
9. Employ cultural sensitivity when planning care for individuals within the context of the multicultural Canadian society, including Aboriginal populations - Developing (D)
10. Identify growth and developmental stages for adults - Advanced (A)
11. Create resume and cover letter - Developing (D)

These outcomes ensure that students are developing their proficiency in nursing theory and practice, with some outcomes reaching an advanced level of complexity and independence.

The course learning outcomes (CLOs) for GNIE 1218, "Professional Nursing Theory 2," align closely with several program learning outcomes (PLOs) in the GNIE curriculum.

1. Apply knowledge of pathophysiology to case studies:
 - This CLO aligns with PLOs that emphasize knowledge-based practice and critical thinking. Applying pathophysiology knowledge to case studies helps nurses understand the underlying mechanisms of diseases and make informed clinical decisions.
2. Describe the construct of health promotion in Canada:
 - This CLO supports PLOs related to patient-centered care and collaborative relationships. Understanding health promotion helps nurses advocate for and implement strategies that improve client health and well-being.

3. Describe the role of the nurse in promoting health:
 - This CLO aligns with PLOs that focus on ethical practice and responsibility and accountability. Recognizing the nurse's role in health promotion ensures that nurses take proactive steps to support and educate clients about healthy lifestyles.
4. Use a process of critical inquiry in planning care for individuals and families experiencing selected health challenges prevalent in the Canadian population:
 - This CLO supports PLOs related to evidence-based practice and critical thinking. Using critical inquiry to plan care ensures that nursing interventions are based on the best available evidence and tailored to the specific needs of clients.
5. Apply principles and strategies of teaching/learning to meet client needs:
 - This CLO aligns with PLOs that emphasize patient-centered care and effective communication. Applying teaching and learning principles helps nurses educate clients effectively, promoting better health outcomes.
6. Apply knowledge of legislation and related nursing practice standards to nursing practice:
 - This CLO supports PLOs related to ethical practice and responsibility and accountability. Understanding and applying relevant legislation and standards ensures that nurses practice within legal and professional boundaries.
7. Apply ethical principles and moral reasoning theories to client situations:
 - This CLO aligns with PLOs that focus on ethical practice and self-regulation. Applying ethical principles and moral reasoning helps nurses navigate complex clinical situations with integrity and professionalism.
8. Describe selected health challenges in Canada including etiology, treatment and nursing care:
 - This CLO supports PLOs related to knowledge-based practice and evidence-based practice. Understanding the etiology, treatment, and nursing care of health challenges ensures that nurses can provide comprehensive and informed care.
9. Employ cultural sensitivity when planning care for individuals within the context of the multicultural Canadian society, including Aboriginal populations:
 - This CLO aligns with PLOs that emphasize patient-centered care and collaborative relationships. Employing cultural sensitivity ensures that nursing care is respectful and responsive to the diverse cultural backgrounds of clients.
10. Identify growth and developmental stages for adults:
 - This CLO supports PLOs related to knowledge-based practice and critical thinking. Understanding growth and developmental stages helps nurses provide age-appropriate care and anticipate the needs of adult clients.
11. Create resume and cover letter:
 - This CLO aligns with PLOs that focus on professional development and self-regulation. Creating a resume and cover letter helps nurses prepare for their professional careers and present themselves effectively to potential employers.

Overall, the CLOs for GNIE 1218 are designed to develop students' proficiency in nursing theory and practice, ensuring they have the necessary knowledge and skills to meet the program's broader learning outcomes.

2. GNIE 1227 Professional Nursing Practice 2

- Involves nursing skills, client assessment, and collaboration.
- PLOs: 1, 2, 3, 4, 5.

The course learning outcomes (CLOs) for GNIE 1227, "Professional Nursing Practice 2," are primarily at the Developing (D) level, with some outcomes at the Advanced (A) level.

1. Perform selected nursing skills in a simulated setting - Developing (D)
2. Determine client status, learning needs and responses to actual or potential health problems - Developing (D)
3. Plan, implement, and evaluate nursing interventions based on assessment findings and professional knowledge for two to four clients - Developing (D)
4. Collaborate with members of the health care team - Developing (D)
5. Prepare clients and families for their transition to community - Developing (D)
6. Use evidenced informed knowledge and skills for professional nursing practice - Developing (D)
7. Communicate effectively with clients and their families, health team members and peers - Developing (D)
8. Reflect on practice issues - Developing (D)
9. Appreciate diversity of clients, families, peers and interdisciplinary team - Developing (D)
10. Manage time effectively for two stable clients - Advanced (A)
11. Provide safe client care consistently - Advanced (A)

These outcomes ensure that students are developing their proficiency in nursing practice, with some outcomes reaching an advanced level of complexity and independence.

The course learning outcomes (CLOs) for GNIE 1227, "Professional Nursing Practice 2," align closely with several program learning outcomes (PLOs) in the GNIE curriculum.

1. Perform selected nursing skills in a simulated setting:
 - This CLO aligns with PLOs that emphasize knowledge-based practice and responsibility and accountability. Practicing nursing skills in a simulated setting helps students develop the practical competencies necessary for safe and effective patient care.
2. Determine client status, learning needs and responses to actual or potential health problems:

- This CLO supports PLOs related to patient-centered care and critical thinking. Assessing client status and learning needs ensures that nursing interventions are tailored to individual needs and based on professional knowledge.
- 3. Plan, implement, and evaluate nursing interventions based on assessment findings and professional knowledge for two to four clients:
 - This CLO aligns with PLOs that focus on evidence-based practice and organizational skills. Planning and evaluating interventions for multiple clients ensures that care is comprehensive and effectively managed.
- 4. Collaborate with members of the health care team:
 - This CLO supports PLOs related to collaborative relationships and effective communication. Collaboration with health care team members ensures that care is coordinated and holistic.
- 5. Prepare clients and families for their transition to community:
 - This CLO aligns with PLOs that emphasize patient-centered care and responsibility and accountability. Preparing clients for community transition ensures continuity of care and supports client independence.
- 6. Use evidenced informed knowledge and skills for professional nursing practice:
 - This CLO supports PLOs related to evidence-based practice and knowledge-based practice. Using evidence-informed knowledge ensures that nursing care is based on the best available evidence and professional standards.
- 7. Communicate effectively with clients and their families, health team members and peers:
 - This CLO aligns with PLOs that focus on effective communication and collaborative relationships. Effective communication is essential for building therapeutic relationships and ensuring clear, accurate information exchange.
- 8. Reflect on practice issues:
 - This CLO supports PLOs related to self-regulation and responsibility and accountability. Reflecting on practice issues helps nurses continuously improve their practice and maintain professional competence.
- 9. Appreciate diversity of clients, families, peers and interdisciplinary team:
 - This CLO aligns with PLOs that emphasize patient-centered care and collaborative relationships. Appreciating diversity ensures that nursing care is respectful and responsive to the varied cultural backgrounds of clients and colleagues.
- 10. Manage time effectively for two stable clients:
 - This CLO supports PLOs related to organizational skills and responsibility and accountability. Effective time management is crucial for providing efficient and safe care to multiple clients.
- 11. Provide safe client care consistently:
 - This CLO aligns with PLOs that focus on ethical practice and responsibility and accountability. Consistently providing safe care is fundamental to professional nursing practice and ensures patient safety.

Overall, the CLOs for GNIE 1227 are designed to develop students' proficiency in nursing practice, ensuring they have the necessary knowledge and skills to meet the program's broader learning outcomes.

Term 3 Courses

1. GNIE 1328 Professional Nursing Theory 3

- Covers nursing leadership, community health, and health disparities.
- PLOs: 1, 2, 3, 4, 5.

The course learning outcomes (CLOs) for GNIE 1328, "Professional Nursing Theory 3," are at both the Introduced (I) and Advanced (A) levels.

1. Apply knowledge of nursing leadership in professional practice - Developing (D)
2. Integrate theory of maternal/newborn, children/pediatric, and mental health/psychiatric nursing into the Canadian community nursing context - Introduced (I)
3. Apply knowledge of community health nursing interventions to promote health - Introduced (I)
4. Use a process of critical inquiry to plan care for community-based clients with a range of care needs and cultural influences - Introduced (I)
5. Describe the origins of health disparities for vulnerable populations including Aboriginal people - Advanced (A)
6. Use community health theory to explore existing community resources for vulnerable populations - Developing (D)
7. Employ cultural sensitivity and ethical reasoning when planning care for groups, populations and communities within the context of the multicultural Canadian society including Aboriginal populations - Advanced (A)

These outcomes ensure that students are introduced to foundational concepts in community health nursing and leadership, while also developing advanced skills in addressing health disparities and employing cultural sensitivity in their practice.

The course learning outcomes (CLOs) for GNIE 1328, "Professional Nursing Theory 3," align closely with several program learning outcomes (PLOs) in the GNIE curriculum.

1. Apply knowledge of nursing leadership in professional practice:
 - This CLO aligns with PLOs that emphasize responsibility and accountability and self-regulation. Understanding and applying nursing leadership principles ensures that nurses can take on leadership roles effectively, promoting ethical practice and professional growth.
2. Integrate theory of maternal/newborn, children/pediatric, and mental health/psychiatric nursing into the Canadian community nursing context:

- This CLO supports PLOs related to knowledge-based practice and patient-centered care. Integrating specialized nursing theories into community practice ensures that nurses can provide comprehensive care across different populations and settings.
- 3. Apply knowledge of community health nursing interventions to promote health:
 - This CLO aligns with PLOs that focus on patient-centered care and collaborative relationships. Applying community health interventions helps nurses promote health and well-being within diverse communities, fostering collaborative relationships with clients and families.
- 4. Use a process of critical inquiry to plan care for community-based clients with a range of care needs and cultural influences:
 - This CLO supports PLOs related to evidence-based practice and critical thinking. Using critical inquiry to plan care ensures that nursing interventions are based on the best available evidence and tailored to the specific needs and cultural backgrounds of clients.
- 5. Describe the origins of health disparities for vulnerable populations including Aboriginal people:
 - This CLO aligns with PLOs that emphasize cultural sensitivity and effective communication. Understanding health disparities helps nurses address the unique challenges faced by vulnerable populations, including Aboriginal people, and communicate effectively to promote equitable care.
- 6. Use community health theory to explore existing community resources for vulnerable populations:
 - This CLO supports PLOs related to collaborative relationships and responsibility and accountability. Exploring community resources ensures that nurses can connect clients with appropriate support services, fostering collaborative care and promoting client independence.
- 7. Employ cultural sensitivity and ethical reasoning when planning care for groups, populations and communities within the context of the multicultural Canadian society including Aboriginal populations:
 - This CLO aligns with PLOs that focus on ethical practice and patient-centered care. Employing cultural sensitivity and ethical reasoning ensures that nursing care is respectful, equitable, and tailored to the diverse cultural backgrounds of clients.

Overall, the CLOs for GNIE 1328 are designed to introduce and develop foundational concepts in community health nursing and leadership, while also advancing skills in addressing health disparities and employing cultural sensitivity in practice.

2. **GNIE 1337 Professional Nursing Practice 3**

- Focuses on professional standards, clinical decision-making, and leadership.
- PLOs: 1, 2, 3, 4, 5.

The course learning outcomes (CLOs) for GNIE 1337, "Professional Nursing Practice 3," are primarily at the Advanced (A) level, with some outcomes at the Developing (D) level.

1. Maintain BC College of Nursing Professionals (BCCNP) professional and practice standards and scope of practice in the hospital setting while providing care for a workload similar to that expected of an entry-level Registered Nurse - Advanced (A)
2. Provide evidence-informed nursing care - Advanced (A)
3. Apply an independent process of clinical decision-making when caring for clients and their families - Advanced (A)
4. Establish professional relationships with clients, families and health team members - Advanced (A)
5. Assess, plan, implement, and evaluate nursing care of clients - Advanced (A)
6. Work in situations that have increasing contextual complexity - Advanced (A)
7. Use effective time management skills when providing nursing care for an increasing complexity/number of clients - Advanced (A)
8. Assume a leadership role with other members of the health care team - Developing (D)
9. Perform psychomotor skills safely and proficiently - Advanced (A)
10. Contribute to care planning conferences - Developing (D)
11. Use therapeutic interactions proficiently with individuals and families - Advanced (A)
12. Assume primary responsibility for maintaining competence and fitness to practice - Advanced (A)
13. Identify own learning needs - Advanced (A)

These outcomes ensure that students are developing advanced skills and competencies necessary for professional nursing practice, with a focus on leadership, clinical decision-making, and managing complex care situations.

The course learning outcomes (CLOs) for GNIE 1337, "Professional Nursing Practice 3," align closely with several program learning outcomes (PLOs) in the GNIE curriculum.

1. Maintain BC College of Nursing Professionals (BCCNP) professional and practice standards and scope of practice in the hospital setting while providing care for a workload similar to that expected of an entry-level Registered Nurse:
 - This CLO aligns with PLOs that emphasize responsibility and accountability and self-regulation. Adhering to professional standards and scope of practice ensures that nurses provide care that meets regulatory requirements and maintains high ethical standards.
2. Provide evidence-informed nursing care:
 - This CLO supports PLOs related to evidence-based practice and knowledge-based practice. Providing evidence-informed care ensures that nursing interventions are based on the best available evidence, promoting effective and safe patient outcomes.

3. Apply an independent process of clinical decision-making when caring for clients and their families:
 - This CLO aligns with PLOs that focus on critical thinking and responsibility and accountability. Independent clinical decision-making is crucial for managing complex patient care situations and ensuring that interventions are appropriate and timely.
4. Establish professional relationships with clients, families and health team members:
 - This CLO supports PLOs related to collaborative relationships and effective communication. Building professional relationships fosters trust and cooperation, enhancing the quality of care and client satisfaction.
5. Assess, plan, implement, and evaluate nursing care of clients:
 - This CLO aligns with PLOs that emphasize patient-centered care and evidence-based practice. Comprehensive assessment, planning, implementation, and evaluation ensure that nursing care is tailored to individual client needs and based on professional knowledge.
6. Work in situations that have increasing contextual complexity:
 - This CLO supports PLOs related to critical thinking and organizational skills. Managing complex care situations requires advanced problem-solving skills and the ability to adapt to changing circumstances.
7. Use effective time management skills when providing nursing care for an increasing complexity/number of clients:
 - This CLO aligns with PLOs that focus on organizational skills and responsibility and accountability. Effective time management is essential for providing efficient and safe care to multiple clients with varying needs.
8. Assume a leadership role with other members of the health care team:
 - This CLO supports PLOs related to responsibility and accountability and self-regulation. Taking on leadership roles helps nurses guide and support their colleagues, promoting a collaborative and effective care environment.
9. Perform psychomotor skills safely and proficiently:
 - This CLO aligns with PLOs that emphasize knowledge-based practice and responsibility and accountability. Proficiency in psychomotor skills ensures that nurses can perform essential procedures safely and effectively.
10. Contribute to care planning conferences:
 - This CLO supports PLOs related to collaborative relationships and effective communication. Participating in care planning conferences ensures that nursing care is coordinated and comprehensive, involving input from various health care professionals.
11. Use therapeutic interactions proficiently with individuals and families:
 - This CLO aligns with PLOs that focus on patient-centered care and effective communication. Proficient therapeutic interactions help nurses build trust and rapport with clients, enhancing the quality of care.
12. Assume primary responsibility for maintaining competence and fitness to practice:

- This CLO supports PLOs related to self-regulation and responsibility and accountability. Maintaining competence and fitness to practice ensures that nurses stay current with professional standards and continue to provide high-quality care.

13. Identify own learning needs:

- This CLO aligns with PLOs that emphasize self-regulation and responsibility and accountability. Recognizing and addressing learning needs helps nurses continuously improve their practice and adapt to new challenges.

Overall, the CLOs for GNIE 1337 are designed to develop advanced skills and competencies necessary for professional nursing practice, ensuring they have the necessary knowledge and abilities to meet the program's broader learning outcomes.

PROGRAM CURRICULUM MAP - Certificate in Graduate Nurse, Internationally Educated Re-entry

PROGRAM COURSES WITH COURSE LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
	Practice within the professional imperatives of knowledge based, ethical practice, responsibility and accountability, self-regulation and provision of service to the public.	Use patient centered principles to establish and promote collaborative relationships with clients, families and other health care professionals.	Apply knowledge of the physical, biological, behavioural, and nursing sciences within the licensed scope of practice for the registered nurse.	Communicate effectively within the Canadian health care setting.	Plan and deliver nursing care through the application of evidence, nursing process, critical thinking, and organizational skills.						
<i>Learning Outcomes in Graduate Nurse, Internationally Educated Re-entry</i> For each CLO, the PLO(s) to which it is related, and at which level. The three levels are: Introduced (I): Course learning outcomes that concentrate on knowledge or skills related to the program outcomes at a basic level or skills at an entry-level of complexity. Developing (D): Course level outcomes that demonstrate learning at an increasing level of proficiency of the program level outcome as well as expanding complexity. Advanced (A): Course level outcomes that demonstrate learning related to the program level outcome with an increasing level of independence, expertise and sophistication or integrate the use of content or skills in multiple levels of complexity.											
TERM 1											
GNHE 1302 Relational Engagement in Nursing Practice											
Examine personal meaning of self-concept, self-esteem, and self-efficacy											
Explore personal and cultural influences on beliefs, values, feelings, perceptions, and ideas about self as a relational person											
Explore Canadian Indigenous ways of being and knowing in communication											
Explore the concept of power and positionality as a nurse and as a relational person											
Integrate the concepts of caring, interpersonal relational communications in the process of developing caring relationships											
Use a process of reflective analysis to enhance and synthesize understanding of relational engagement											
Integrate the concepts of person-centered care within the context of the nurse/client relationship											
Communicate with others within the context of the professional relationship											
GNHE 1304 Pharmacology for Nurses											
Describe the forms in which drugs are manufactured and the common abbreviations for each	D		D	D							
Describe the pharmacologic actions of common drugs used to treat common health challenges			D	D							
Explain the legislation that sets the requirements for the control and sale of narcotics and substances that are abused in Canada											
Use drug reference material effectively	D		D	D							
Distinguish between local, systemic and therapeutic actions and allergic reactions and side effects of drugs	D		D	D							
Distinguish between over-the-counter drugs, prescription drugs, controlled drugs, restricted drugs and narcotic drugs											
Explain the methods of administering common drugs used to treat common health challenges in Canada	D		D	D							
Calculate medication dosages for adult clients	D		D	D							
GNHE 1317 Professional Nursing Practice 1											
Engage with clients to assess, plan, implement and evaluate care											
Apply selected concepts and psychomotor skills in the simulated setting and clinical setting											
Provide safe client care consistently	D										
Compare and contrast essential assessment findings with knowledge of norms, pathophysiology, and previous client assessment data											
Identify actual and potential health challenges and risk for injury											
Plan, implement, and evaluate nursing interventions based on assessment findings, professional knowledge, and the established plan of care											
Manage time effectively for two stable clients	D	D	D								
Identify and consult with appropriate members of the health care team											
Initiate professional therapeutic relationships with clients and families											
Apply ethical standards of practice	D										
GNHE 1318 Professional Nursing Theory 1											
Describe personal, political and social influences on health and health care in Canada											
Describe the regulatory framework of nursing in Canada											
Differentiate between personal, public, and professional values and expectations as they relate to health care in Canada											
Describe the structure and regulation of the Canadian Health Care system											
Describe cultural, social, economic and demographic trends that influence the delivery of health care in Canada											
Explain the impact of human responses on health	D		D								
Apply knowledge of selected chronic health challenges in Canada to simulated situations			D								
Describe common health beliefs and practices of Canada's Aboriginal populations											
TERM 2											
GNHE 1318 Professional Nursing Theory 2											
Apply knowledge of pathophysiology to case studies	A		A								
Describe the construct of health promotion in Canada			D								
Describe the role of the nurse in promoting health			D								
Use a process of critical inquiry in planning care for individuals and families experiencing selected health challenges prevalent in the Canadian population	D	D	D								
Apply principles and strategies of teaching/learning to meet client needs	D	D	D	D							
Apply knowledge of legislation and related nursing practice standards to nursing practice											
Apply ethical principles and moral reasoning theories to client situations	D	D	D								
Describe selected health challenges in Canada including etiology, treatment and nursing care	A		A								
Employ cultural sensitivity when planning care for individuals within the context of the multicultural Canadian society, including Aboriginal populations		D	D	D							
Identify growth and developmental stages for adults	A		A	D							
Create resume and cover letter											
GNHE 1327 Professional Nursing Practice 2											
Perform selected nursing skills in a simulated setting	D	D	D	D	D						
Determine client status, learning needs and responses to actual or potential health problems	D	D	D	D	D						
Plan, implement, and evaluate nursing interventions based on assessment findings and professional knowledge for two to four clients	D	D	D	D	D						
Collaborate with members of the health care team	D	D	D	D	D						
Prepare clients and families for their transition to community	D	D	D	D	D						
Use evidenced informed knowledge and skills for professional nursing practice	D	D	D	D	D						
Communicate effectively with clients and their families, health team members and peers	D	D	D	D	D						
Reflect on practice issues	D		D								
Appreciate diversity of clients, families, peers and interdisciplinary team	A	A	A	A	A						
Manage time effectively for two stable clients	A	A	A	A	A						
Provide safe client care consistently	A	A	A	A	A						
TERM 3											
GNHE 1328 Professional Nursing Theory 3											
Apply knowledge of nursing leadership in professional practice	D	D	D								
Integrate theory of maternal/newborn, children/adolescent, and mental health/psychiatric nursing into the Canadian community nursing context											
Apply knowledge of community health nursing interventions to promote health											
Use a process of critical inquiry to plan care for community based clients with a range of care needs and cultural influences											
Describe the origins of health disparities for vulnerable populations including Aboriginal people	A	A	A	A							
Use community health theory to explore existing community resources for vulnerable populations	D	D	D								
Employ cultural sensitivity and ethical reasoning when planning care for groups, populations and communities	A	A	A								
GNHE 1337 Professional Nursing Practice 3											
Meet the College of Nursing Professionals (CCNP) professional and practice standards and scope of practice	A	A	A	A	A						
Provide evidence informed nursing care	A	A	A	A	A						
Apply an independent process of clinical decision-making when caring for clients and their families	A	A	A	A	A						
Establish professional relationships with clients, families and health team members	A	A	A	A	A						
Assess, plan, implement, and evaluate nursing care of clients	A	A	A	A	A						
Work in situations that have increasing contextual complexity	A	A	A	A	A						
Use effective time management skills when providing nursing care for an increasing complexity/number of clients	A	A	A	A	A						
Assume a leadership role with other members of the health care team	D	D	D	D	D						
Perform psychomotor skills safely and proficiently	A	A	A	A	A						
Contribute to care planning conferences	A	A	D	D	D						
Use therapeutic interactions proficiently with individuals and families	A	A									
Assume primary responsibility for maintaining competence and fitness to practice	A	A	A	A	A						
Identify own learning needs	A		A								
Total I= 31	Total I= 31	Total I= 31	Total I= 31	Total I= 31	Total I= 31						
Total D= 11	Total D= 11	Total D= 11	Total D= 11	Total D= 11	Total D= 11						
Total A= 18	Total A= 18	Total A= 18	Total A= 18	Total A= 18	Total A= 18						

Appendix H Course Learning Outcomes

GNIE 1102

- Communicate with others within the context of the professional relationship.
- Discuss the concepts related to patient-focused care.
- Examine personal meaning of self-concept and self-esteem.
- Explore personal and cultural influences on beliefs, values, feelings perception, and ideas about self as a relational person.
- Integrate the concepts of caring, interpersonal relational communications in the process of developing caring relationships.
- Use a process of reflective analysis to enhance and synthesize understanding of relational engagement.
- Explore the concept of power and positionality as a nurse and as a relational person.

GNIE 1104

- Describe the forms in which drugs are manufactured and the common abbreviations for each
- Describe the pharmacologic action of common drugs used to treat common health challenges
- Explain the legislation that sets the requirements for the control and sale of narcotics and substances that are abused in Canada
- Utilize drug reference materials effectively
- Distinguish between local, systemic and therapeutic actions and allergic reactions and side effects of drugs
- Distinguish between over-the-counter drugs, prescription drugs, controlled drugs, restricted drugs, and narcotic drugs
- Explain the process used for administering common drugs used to treat common health challenges in Canada

GNIE 1117

Clinical

- Engage with clients to assess, plan, implement and evaluate care
- Provide safe client care consistently
- Compare and contrast essential assessment findings with knowledge of norms, pathophysiology, and previous client assessment data
- Identify actual and potential health challenges and risk for injury
- Plan, implement, and evaluate nursing interventions based on assessment findings, professional knowledge, and the established plan of care
- Manage time effectively for two stable clients
- -Identify and consult with appropriate members of the health care team
- Initiate professional therapeutic relationships with clients and families
- Apply ethical standards of practice
- Adhere to the BCCNM standards of practice

Lab

- Engage with clients to assess, plan, implement and evaluate care

- Apply selected concepts and psychomotor skills in the simulated setting and clinical setting
- Provide safe client care consistently
- Compare and contrast essential assessment findings with knowledge of norms, pathophysiology, and previous client assessment data
- Identify actual and potential health challenges and risk for injury
- Plan, implement, and evaluate nursing interventions based on assessment findings, professional knowledge, and the established plan of care
- Manage time effectively for two stable clients
- Identify and consult with appropriate members of the health care team
- Initiate professional therapeutic relationships with clients and families
- Apply ethical standards of practice

GNIE 1118

- Describe personal, political and social influences on health and health care in Canada
- Describe the regulatory framework of nursing in Canada
- Differentiate between personal, public, and professional values and expectations as they relate to health care in Canada
- Describe the structure and regulation of the Canadian Health Care system
- Describe cultural, social, economic, and demographic trends that influence the delivery of health care in Canada
- Explain the impact of human responses on health
- Apply knowledge of selected chronic health challenges in Canada to simulated situations
- Describe common health beliefs and practices of Canada's Aboriginal populations

GNIE 1218

- Apply knowledge of pathophysiology to case studies
- Describe the construct of health promotion in Canada
- Describe the role of the nurse in promoting health
- Use a process of critical inquiry in planning care for individuals and families experiencing selected health challenges prevalent in the Canadian population
- Apply principles and strategies of teaching/learning to meet client needs
- Apply knowledge of legislation and related nursing practice standards to nursing practice
- Apply ethical principles and moral reasoning theories to client situations
- Describe selected health challenges in Canada including etiology, treatment, and nursing care
- Employ cultural sensitivity when planning care for individuals within the context of the multicultural Canadian society including Aboriginal populations
- Augment portfolio

GNIE 1227

Clinical

- Determine client status, learning needs and responses to actual or potential health problems

- Plan, implement, and evaluate nursing interventions based on assessment findings and professional knowledge for two to four clients
- Collaborate with members of the health care team
- Prepare clients and families for their transition to community
- Use evidence-based knowledge and skills for professional nursing practice
- Communicate effectively with clients and their families, health team members and peers
- Reflect on practice issues
- Appreciate diversity of clients, families, peers, and interdisciplinary team
- Develop time management skills
- Provide safe client care consistently

Lab

- Perform selected nursing skills in a simulated setting
- Determine client status, learning needs and responses to actual or potential health problems
- Plan, implement, and evaluate nursing interventions based on assessment findings and professional knowledge
- Use evidence-based knowledge and skills for professional nursing practice
- Communicate effectively with faculty and peers
- Reflect on practice issues
- Appreciate diversity of clients, families, peers, and interdisciplinary team
- Develop time management skills
- Provide simulated safe client care consistently

GNIE 1328

- Apply knowledge of nursing leadership in professional practice
- Integrate theory of maternal/newborn, child/family, and mental health nursing into the Canadian community nursing context
- Apply knowledge of community health nursing interventions to promote health
- Use a process of critical inquiry to plan care for community-based clients with a range of care needs and cultural influences
- Describe the origins of health disparities for vulnerable populations including Indigenous peoples
- Use community health theory to explore existing community resources for vulnerable populations
- Employ cultural sensitivity when planning care for groups, populations, and communities within the context of the multicultural Canadian society including Indigenous populations

GNIE 1337

- Maintain BCCNM professional and practice standards and scope of practice in the hospital setting while providing care for a workload similar to that expected of an entry-level Registered Nurse

- Use evidenced-based practice
- Apply an independent process of clinical decision-making when caring for clients and their families
- Establish professional relationships with clients, families and health team members
- Assess, plan, implement, and evaluate nursing care of clients
- Work in situations that have increasing contextual complexity
- Assume a leadership role with other members of the health care team
- Perform psychomotor skills safely and proficiently
- Contribute to care planning conferences
- Use therapeutic interactions proficiently with individuals and families
- Assume primary responsibility for maintaining competence and fitness to practice
- Identify own learning needs

Appendix I GNIE Program Review Discipline/Sector Survey Results

Graduate Nurse Internationally Educated Re-Entry Program Review – Discipline/Sector Survey Results

The discipline/sector survey was sent to 20 GNIE discipline/sector representatives. A total of 6 representatives responded. The response rate is 30%.

Note: The data includes open-ended comments. In order to preserve integrity and objectivity, OPA does not do value-judgment editing (i.e. we do not fix spelling errors, syntax issues, punctuation, etc.). Comments are included verbatim – with one exception: if individuals or courses are named, OPA redacts the name of the instructor or course. This rule applies to whether the comment is good, bad or indifferent.

About Your Organization/Role

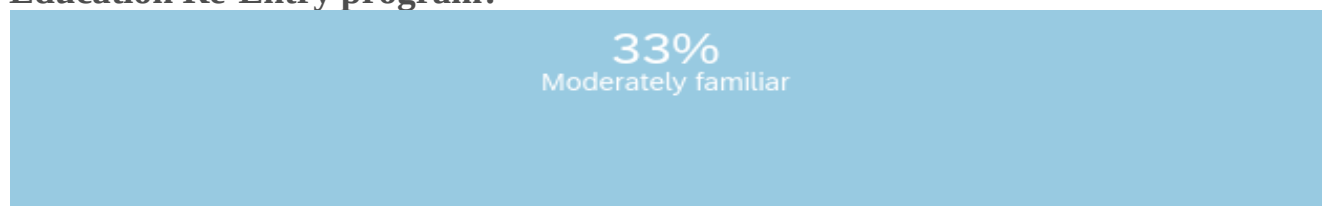
1. Which sector best describes your organization/business? Select all that apply.

#	Answer	%	Count
1	Acute Care/Hospital Sector	100%	6
2	Home Health/Community Care	0%	0
3	Long-Term Care	0%	0
4	Other. Please specify	0%	0
5	Primary Health Care	0%	0
6	Public Health Care	0%	0
7	Research	0%	0
8	Underserved Areas	0%	0
	Total number of respondents		6

2. What is your current job title/role?

RN
PCC
Clinical Nurse Leader
Clinical Nurse Educator
CNE
CNE

3. How familiar are you with KPU's Graduate Nurse Internationally Education Re-Entry program?



Note that “not at all familiar” and “slightly familiar” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all familiar” and “slightly familiar” categories.

#	How familiar are you with KPU's Graduate Nurse Internationally Education Re-Entry program?	Percentage
1	Not at all familiar	17%
2	Slightly familiar	50%
3	Moderately familiar	33%
4	Very familiar	0%
	Total number of respondents	6

4. When you think about KPU's Graduate Nurse Internationally Education Re-Entry program, what are the top three characteristics that come to mind?

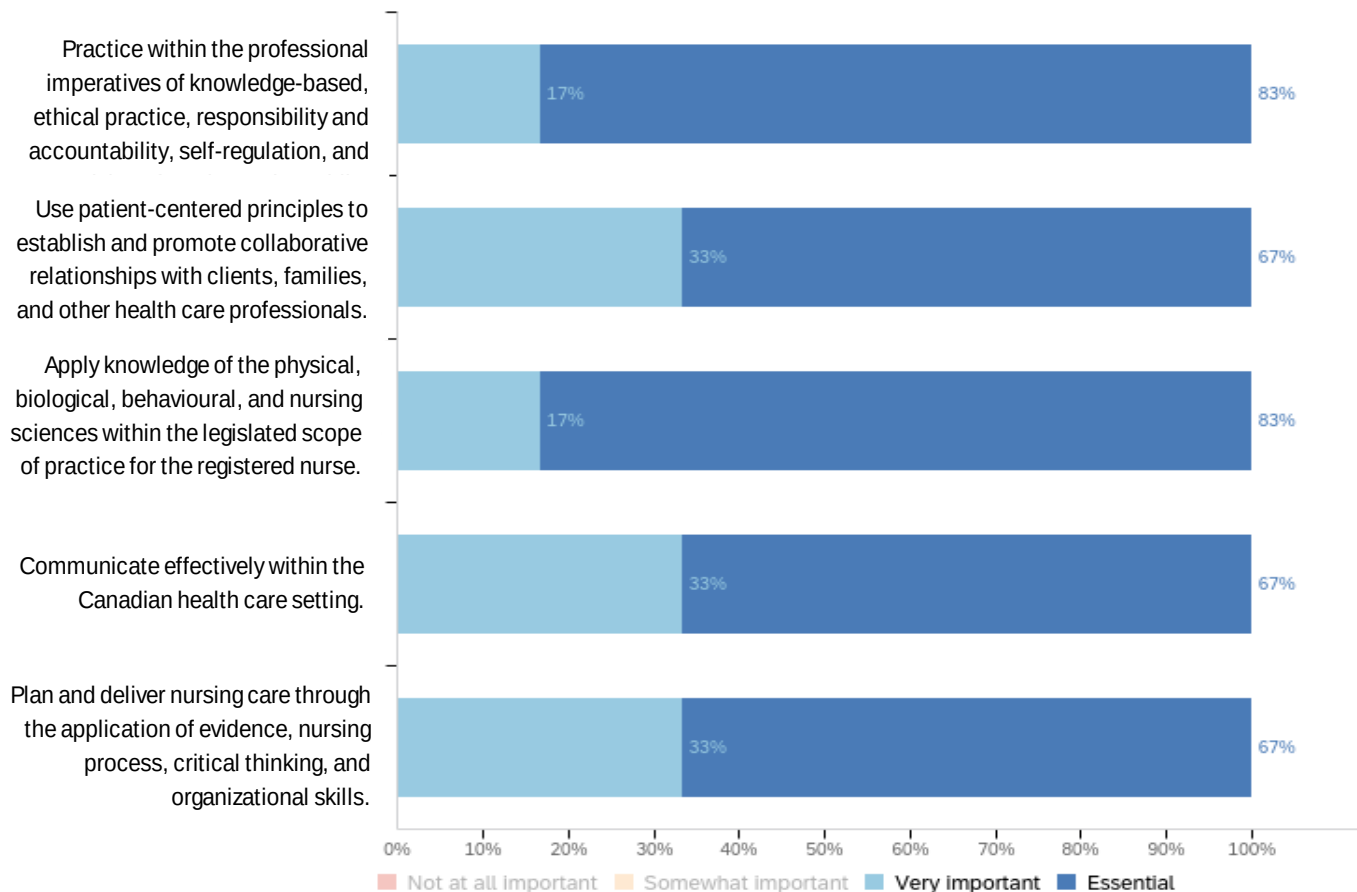
Characteristic #1	Characteristic #2	Characteristic #3
Thorough too short of preceptorship	Friendly instructors/students	Compassionate

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

5. Considering the needs and expectations of your organization, how important is it for an entry-level employee to be able to demonstrate the following?



Note that “not at all important” and “somewhat important” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all important” and “somewhat important” categories.

#	Question	Not at all important	Somewhat important	Very important	Essential	Total
1	Practice within the professional imperatives of knowledge-based, ethical practice, responsibility and accountability, self-regulation, and provision of service to the public.	0%	0%	17%	83%	6
2	Use patient-centered principles to establish and promote collaborative relationships with clients, families, and other health care professionals.	0%	0%	33%	67%	6
3	Apply knowledge of the physical, biological, behavioural, and nursing sciences within the legislated scope of practice for the registered nurse.	0%	0%	17%	83%	6
4	Communicate effectively within the Canadian health care setting.	0%	0%	33%	67%	6
5	Plan and deliver nursing care through the application of evidence, nursing process, critical thinking, and organizational skills.	0%	0%	33%	67%	6

6. What other skills, training, or knowledge should an entry-level applicant have to be hired into your organization?

accountability, professional and team player

Work ready - have a strong foundation of basic nursing knowledge.

Due to the level of complexity and acuity on our unit, entry-level applicants need to possess strong critical thinking skills and strong communication skills.

-learning the Canadian system, how to communicate with physicians

7. What are the emerging trends in the sector that KPU Graduate Nurse Internationally Education Re-Entry students should be prepared for? These trends might include technology, sustainability, and innovation. Please be as specific as you are able to.

computer skills, be assertive and ask for help when needed

Online charting via Meditech.

Being expected to meet high standards of patient care, dealing with extremely acute patients in entry level med/surg areas.

QUESTIONS ON CHAPTER 4: EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

Career and Further Education Preparedness

Are graduates of the program successful?

8. Which of the following best describes your previous experience with students and/or alumni in KPU's Graduate Nurse Internationally Education Re-Entry program? Please select all that apply.

#	Answer	%	Count
1	None of the above	0%	0
2	I have worked with KPU Graduate Nurse Internationally Education Re-Entry alumni.	0%	0
3	I have worked with KPU Graduate Nurse Internationally Education Re-Entry students during clinical rotations or practicum.	100%	6
	Total number of respondents	100%	6

9. Based on your experience, how prepared were KPU's Graduate Nurse Internationally Education Re-Entry practicum students or clinical groups to work in your organization?



Note that “not at all prepared” and “somewhat prepared” categories are excluded from the chart for quick comparisons between items. Please use the frequency table below for the percentages for the “not at all prepared” and “somewhat prepared” categories.

#	Based on your experience, how prepared were KPU's Graduate Nurse Internationally Education Re-Entry practicum students or clinical groups to work in your organization?	Percentage
1	Not at all prepared	0%
2	Somewhat prepared	50%
3	Very well prepared	50%
4	Extremely well prepared	0%
	Total number of respondents	6

10. Based on your experience, how prepared were KPU's Graduate Nurse Internationally Education Re-Entry alumni to work in your organization?

No Responses to report

11. Please comment on how well the program is preparing students for work.

over all positive experience and have been able to hire a few students

The hands on end preceptorships need to be longer to ensure students can consolidate their knowledge more thoroughly, work through learning needs, and be better prepared to enter the workforce with the acuity and complexity we are seeing in acute care hospitals entry level med/surg areas.

It prepares them for some basic skills for the acute sector

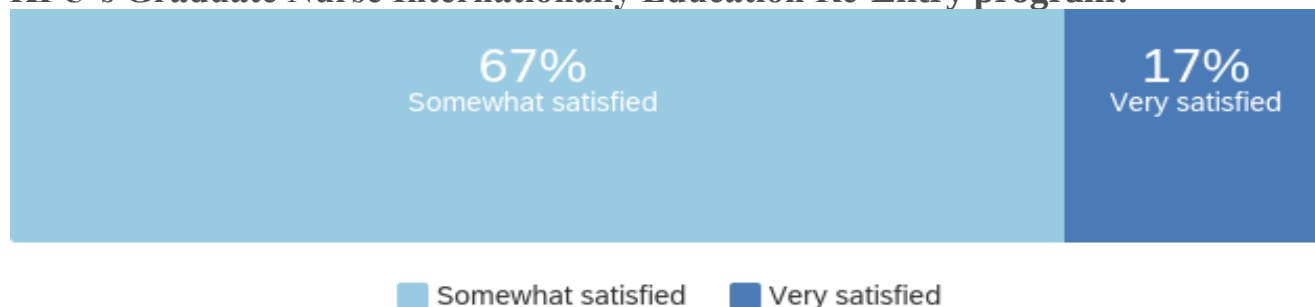
I feel that they need more hands-on time than the 2 weeks "accelerated" experience they are currently given.

QUESTIONS ON CHAPTER 3: PROGRAM RELEVANCE AND DEMAND

Program's Connections

Does the program have the connections to the discipline/sector to remain current?

12. How satisfied are you with the opportunities you have to stay connected to KPU's Graduate Nurse Internationally Education Re-Entry program?



Note that "neutral" and "negative" categories are excluded from the chart, leaving only the "positive" categories. Use the frequency table below to review the proportion of "neutral" versus "negative" responses.

#	How satisfied are you with the opportunities you have to stay connected to KPU's Graduate Nurse Internationally Education Re-Entry program?	Percentage
1	Very dissatisfied	0%
2	Somewhat dissatisfied	0%
3	Neither satisfied nor dissatisfied	17%
4	Somewhat satisfied	67%
5	Very satisfied	17%
	Total number of respondents	6

13. What can KPU's Graduate Nurse Internationally Education Re-Entry program do to build better connections with the discipline/sector?

Send out regular info sharing meet&greet in order to ask questions and gain understanding of the program, its challenges, and the expectations that acute care facilities need from KPU.

ask for feed back

14. Please rate your level of interest in participating in projects that connect program students with the industry or sector.

#	Please rate your level of interest in participating in projects that connect program students with the industry or sector.	Percentage
1	Not at all interested	33%
2	Somewhat interested	67%
3	Very interested	0%
	Total number of respondents	6

15. Please share any project ideas you have to connect program students with the industry.

No responses to report

Appendix J GNIE Program Administrative Data Report

Administrative Data Report for Graduate Nurse Internationally Educated Re-Entry

The chapter headings refer to the chapters in the Self-Study to which the data pertain.

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GLOSSARY

Average Seats Offered: Maximum number of seats available in a department/Faculty divided by the count of classes offered by the department/Faculty.

Average Seats Filled: Number of seats taken in a department/Faculty divided by the count of classes offered by the department/Faculty.

BC Student Outcomes: Results of the three annual surveys of former post-secondary students in BC, one to two years after graduation, as a supplemental tool for assessing programs offered by KPU and comparing them to similar programs at other institutions. The three BC Student Outcomes surveys include the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DAC), the Baccalaureate Graduates Survey (BGS), and the Trades Student Outcomes Survey (Trades). Note that while DAC covers all BC public post-secondary institutions, BGS does not report data from programs at research-intensive universities such as UBC and SFU.

Cumulative Grade Distribution: The number of students who receive a particular letter grade (A+ through F) plus those who receive a higher grade, as a percentage of the total number of students with a grade or a W/WE or DEF (Deferred). Useful for estimating the proportion of passing students based on any specific grade requirement.

DFW Rate: % of students who received a grade of D or F or withdrew from the course. Percentage is calculated based on number of students with a grade or a W/WE or DEF (Deferred).

Faculty Student Headcount: Count of all students enrolled in a Faculty, including undeclared students.

Fill Rate: Number of seats filled divided by the number of seats offered.

Grade Point Equivalent Mean: The average grade of students in the selected courses, based solely on the numerical grade point equivalent of a letter grade. A weighted average is used, such that larger classes have a larger influence on the computed mean. It is not an average of course-level grades weighted by course credits.

Program Student Headcount: Count of students enrolled in the program.

Repeat Rate: Students who repeat a course, that is, have taken the course previously. Percentage is calculated based on number of students with a grade or a W/WE or DEF.

Unmet Demand: Number of waitlist seats held by students unable to enroll in the same course, and have not dropped that course, within the same term. A student waitlisted in multiple sections of the same course in the same term is counted as one waitlist seat.

Seats Offered: Maximum number of seats available in a unit (section, course, department, faculty).

Seats Filled: Number of seats taken in the unit (section, course, department, faculty)

CHAPTER 3. PROGRAM RELEVANCE AND DEMAND

3.1 Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?¹

What percentage of the program graduates are satisfied with the education they received? What percentage of the graduates rate the quality of instruction they received as “very good”, “good”, or “adequate”? Do they find their program of study useful in their current position?

Exhibit 1: KPU GNIE Program Student Outcomes Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU GNIE Program (2020-23)	Ministry Target
<i>Respondents</i>	267	
Satisfaction ²	97%	> 90%
Quality ³	98%	> 90%
Usefulness ⁴	100%	> 90%

3.3 Student Demand

Who takes the program?⁵

Has the demographic profile of GNIE Program students changed over the last five years?

Exhibit 2: Demographic Profile of GNIE Program Students by Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
<i>Student Headcount</i>	177	174	173	191	181
% Women	86%	87%	86%	83%	80%
% 22 years or younger	-	-	-	-	-
% International	-	-	-	-	-

How does the demographic profile of GNIE Program students compare with that of students at the same level for the Faculty of Health as a whole over the same period?

Exhibit 3: Demographic Profile of Faculty of Health Students by Academic Year⁶

	2019/20	2020/21	2021/22	2022/23	2023/24
<i>Student Headcount</i>	661	683	600	589	621
% Women	86%	85%	85%	82%	79%
% 22 years or younger	31%	29%	28%	20%	12%
% International	1%	1%	1%	2%	3%

¹ Data reported in this section was obtained from an internal dashboard.

² Respondents who are "very satisfied" or "satisfied" with the education or training they received in their program of study.

³ Respondents who rate the quality of instruction received from their program of study as "very good", "good" or "adequate".

⁴ Respondents who describe their program of study as "very" or "somewhat" useful in their current occupation.

⁵ Data reported in this section was obtained from an internal dashboard.

⁶ The student headcount presents the undergraduate students. CPS and Vocational data have been excluded.

Is demand for the program sustainable?

Has demand for the GNIE Program changed over the last five years? How does it compare with demand for Faculty of Health programs at the same level over the same period?

Exhibit 4: Student Headcount in GNIE Program by Academic Year Compared with Faculty of Health Programs

	2019/20	2020/21	2021/22	2022/23	2023/24	%Change
GNIE Total Headcount	177	174	173	191	181	22%
Faculty of Health Total Headcount	661	683	600	589	621	-6%

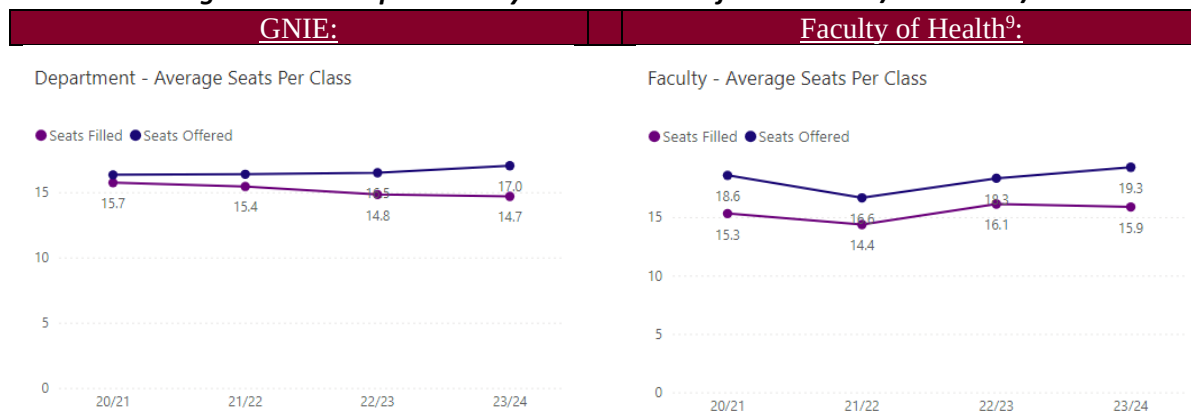
How do KPU GNIE Program enrolment trends compare with overall enrolment trends in similar programs in BC?

Exhibit 5: Number of Students Enrolled in GNIE programs at BC Public Post-Secondary Institutions (excluding KPU students)⁷

	2018/19	2019/20	2020/21	2021/22	2022/23
Total (excluding KPU)	32	76	100	103	137
Langara - Post Degree Diploma	32	76	100	103	137
KPU	139	175	173	173	191

Has there been a change in average filled seats per class in GNIE courses? How do they compare with Faculty of Health courses at the same level? Is demand steady, declining, or increasing?

Exhibit 6: Average Filled Seats per Class by Academic Year from AY 2020/21 to 2023/24⁸



⁷ Data reported in this section was obtained from an internal dashboard. Data are coded by Classification of Instructional Program (CIP). To identify GNIE program, CIP code 51.3801 Nursing/Registered Nurse (RN, ASN, BSN, MSN) was used.

⁸ Data reported in this section was obtained from an internal dashboard.

⁹ Data reported does not include CPS and Vocational courses.

How does tuition compare with instructional costs for the average class in your program?

A program's importance isn't gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program's sustainability is considering if it can be made more efficient without compromising student safety or success. The biggest driver of efficiency is class size in terms of filled seats. International enrolments, where relevant, can improve a program's sustainability.

Exhibit 8: Cost Structure of Average Class for GNIE, Faculty of Health 1st year UG Courses and All KPU UG Courses for Academic Year 2023/24¹⁰

	GNIE	Faculty of Health 1 st year UG Courses	All KPU 1st year UG Courses	All KPU UG Courses
Cost of Instruction	\$15,712.75	\$15,712.75	\$15,712.75	\$15,712.75
Average # of Seats Filled	14.7	15.9	26.6	24.6
Overall % filled by International	-	8%	49%	44%
Tuition Revenue	\$11,027.55	\$13,458.88	\$33,450.57	\$29,619.66
Average Net Revenue	(\$4,685.20)	(\$2,253.87)	\$17,737.82	\$13,906.91
Total # of Classes	66	87	2,707	4,832
Total Net Revenue	(\$309,223.50)	(\$196,086.96)	\$48,016,275.20	\$67,198,205.46

*Average Net Revenue = Cost of instruction - tuition revenue

Does the program have the capacity to meet demand?

Are there waitlists that limit students' ability to progress through the program in a timely manner? Are the waitlists for courses delivered by the program, or delivered by other departments?

Exhibit 9: Unmet Demand at the Stable Enrolment Date

	Unmet Demand	Fill Rate
Summer 2024	-	92%
Spring 2024	-	88%
Fall 2023	-	79%
Summer 2023	-	91%
Spring 2023	-	84%
Fall 2022	-	98%
Summer 2022	-	96%
Spring 2022	-	92%
Fall 2021	-	95%
Summer 2021	-	97%

¹⁰ Data reported in this section was obtained from an internal dashboard.

Spring 2021	-	95%
Fall 2020	-	97%

There is no notable unmet demand for GNIE courses.

CHAPTER 4. EFFECTIVENESS OF INSTRUCTIONAL DELIVERY

4.1 Instructional Design and Delivery of Curriculum

*Are appropriate opportunities provided to help students acquire the essential skills?*¹¹

Graduates are asked to indicate the extent to which the program helps them achieve the Ministry identified essential skills. Is the program achieving the Ministry's targets in skills development?

Exhibit 10: KPU GNIE Program Student Outcomes Essential Skills Data Compared with Ministry Targets

Measures	Student Outcome Data for KPU GNIE Program (2020-23)	Ministry Target
<i>Respondents</i>	267	
Skill Development ¹²	97%	≥ 85%
<i>Write Clearly and Concisely</i>	93%	> 85%
<i>Speak Effectively</i>	97%	> 85%
<i>Read and Comprehend Materials</i>	95%	> 85%
<i>Work Effectively with Others</i>	98%	> 85%
<i>Analyze and Think Critically</i>	99%	≥ 85%
<i>Resolve Issues or Problems</i>	97%	> 85%
<i>Learn on your Own</i>	97%	≥ 85%

¹¹ Data reported in this section was obtained from an internal dashboard.

¹² Program graduates' assessment of their skill development at KPU. An overall average for all skills is provided, plus the results for each skill.

4.2 Student Success

*Are students performing satisfactorily in courses?*¹³

Are an adequate number of students in GNIE courses receiving a grade of C and above? How do they compare with the students in Faculty of Health courses at the same level?

Exhibit 11: Cumulative Grade Distribution for GNIE Courses from AY 19/20 to AY 23/24

Cumulative Grade Distribution for Department Courses

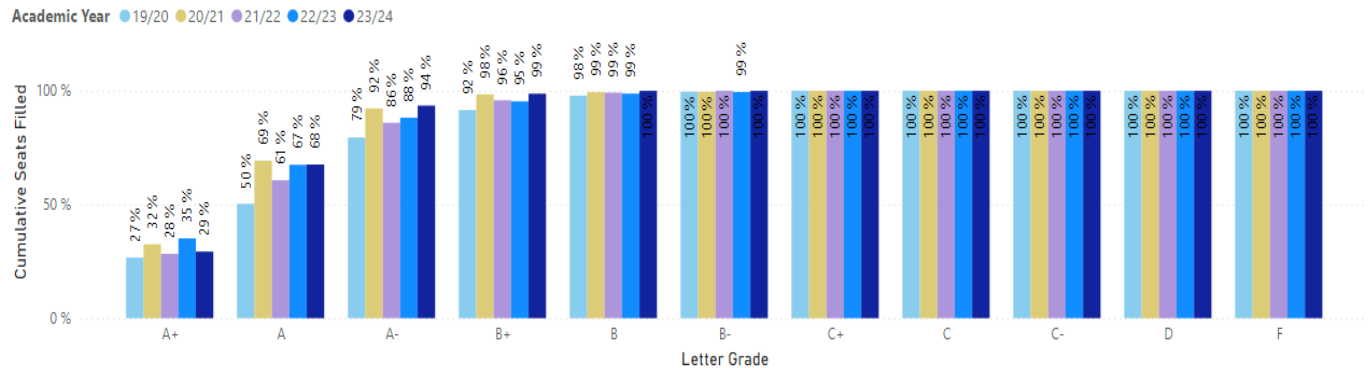
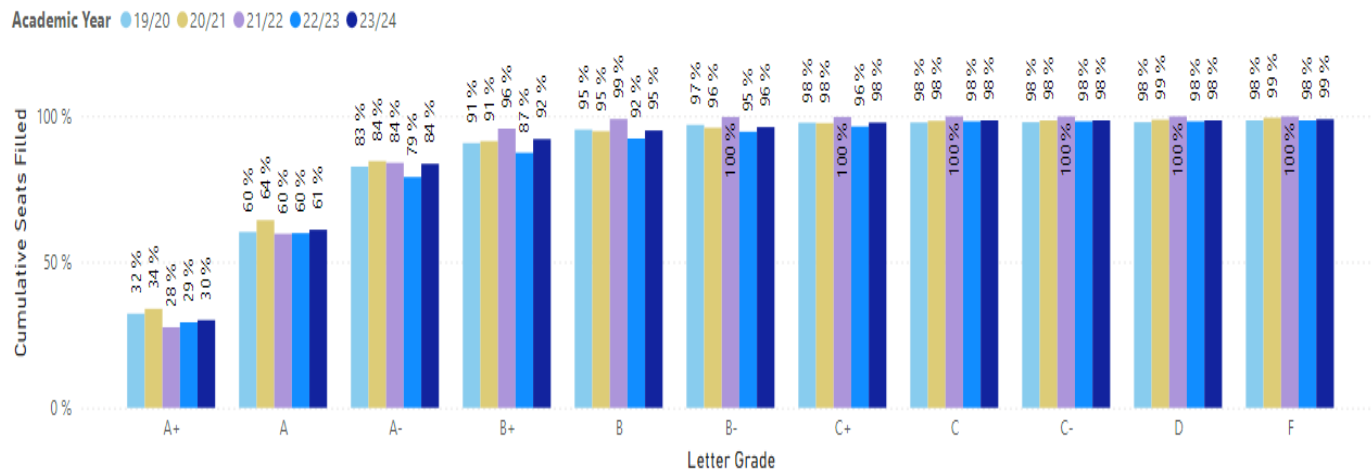


Exhibit 12: Cumulative Grade Distribution for Faculty of Health 1st year Undergraduate Courses from AY 19/20 to AY 23/24

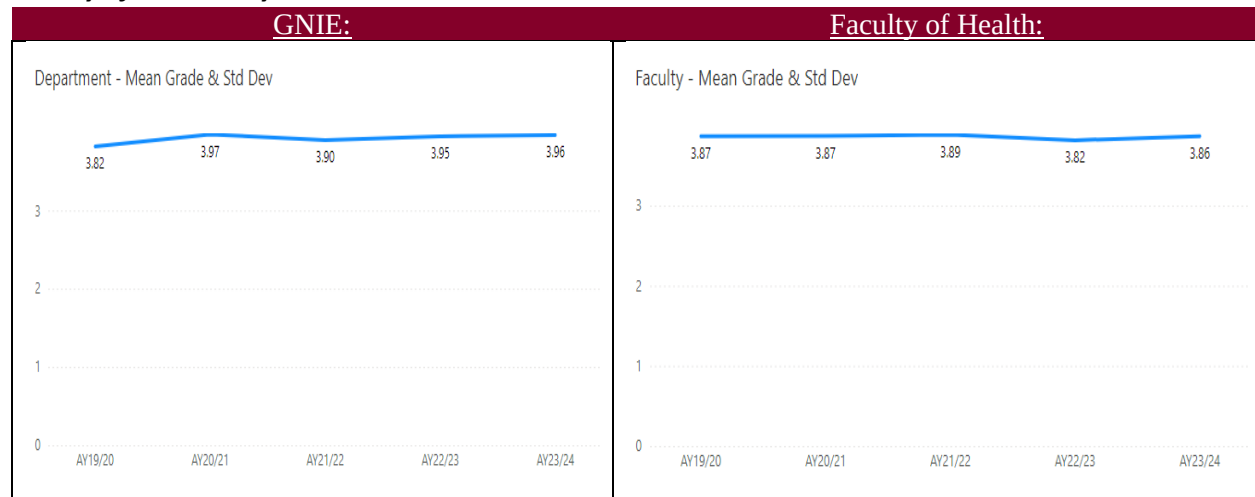
Cumulative Grade Distribution for Faculty Courses



¹³ Data reported in this section was obtained from the Grade Distribution Report, which is available at [DATA - Home \(sharepoint.com\)](https://sharepoint.com)

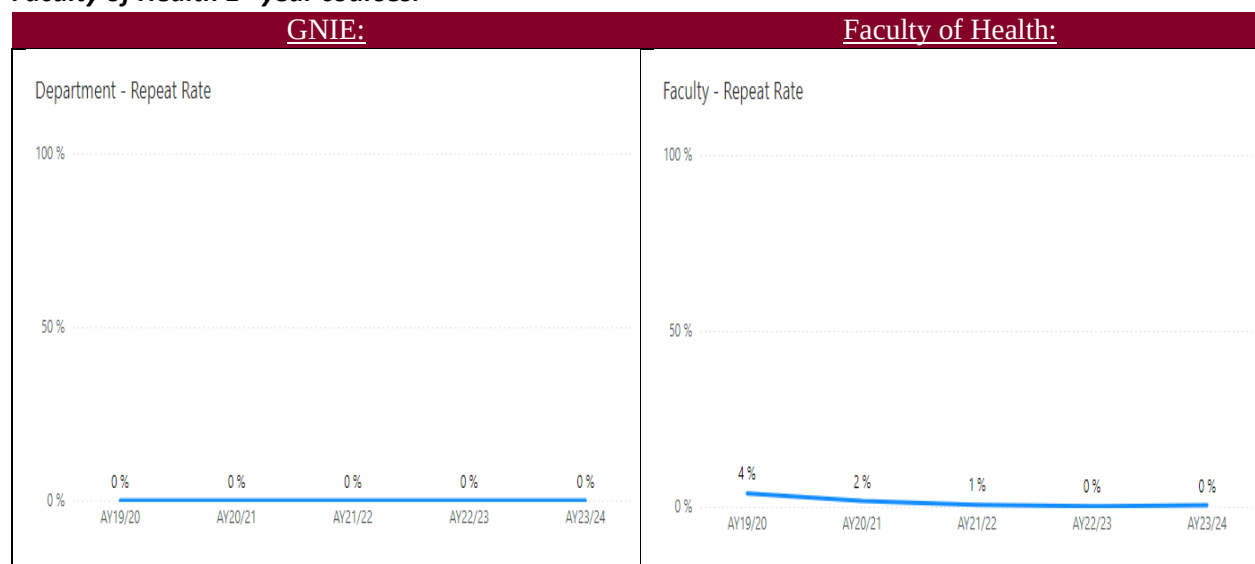
Do the overall grade trends for the GNIE courses indicate an issue? How do they compare with the overall grades for Faculty of Health courses?

Exhibit 13: Grade Data for GNIE Undergraduate Level Courses by Academic Year compared with Faculty of Health 1st year courses.



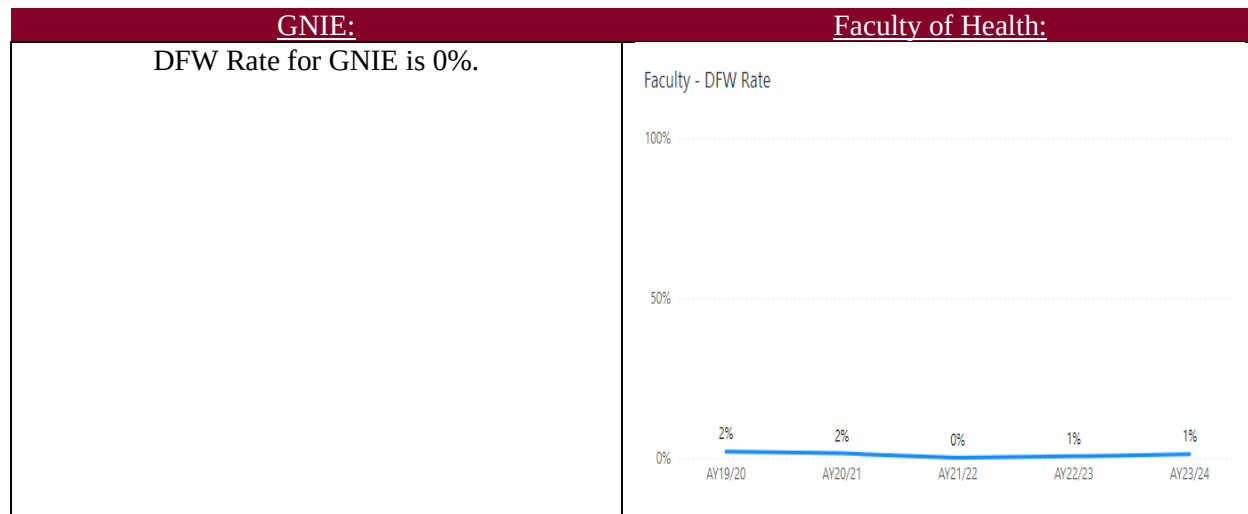
Do the repeat rate trends in GNIE courses indicate an issue? How does it compare with the repeat rate trends of Faculty of Health undergraduate courses?

Exhibit 14: Repeat Rates in GNIE Undergraduate Level Courses by Academic Year Compared with Faculty of Health 1st year courses.



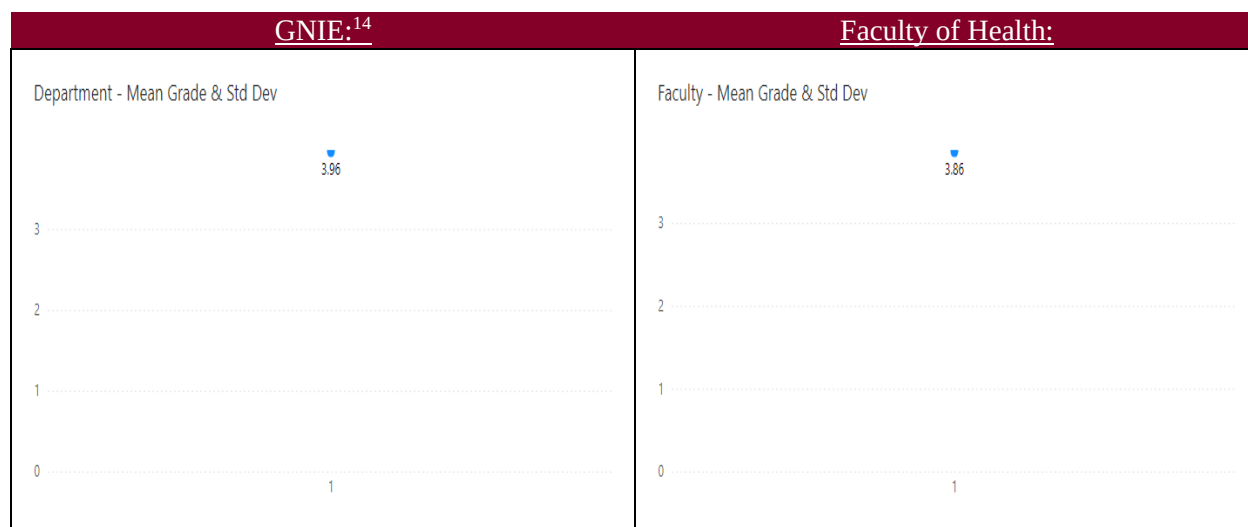
Does the DFW rate trends in GNIE courses indicate an issue? How does it compare with the DFW rate trends in Faculty of Health undergraduate courses?

Exhibit 15: DFW Rates in GNIE Undergraduate Level Courses by Academic Year Compared with Faculty of Health 1st year courses.

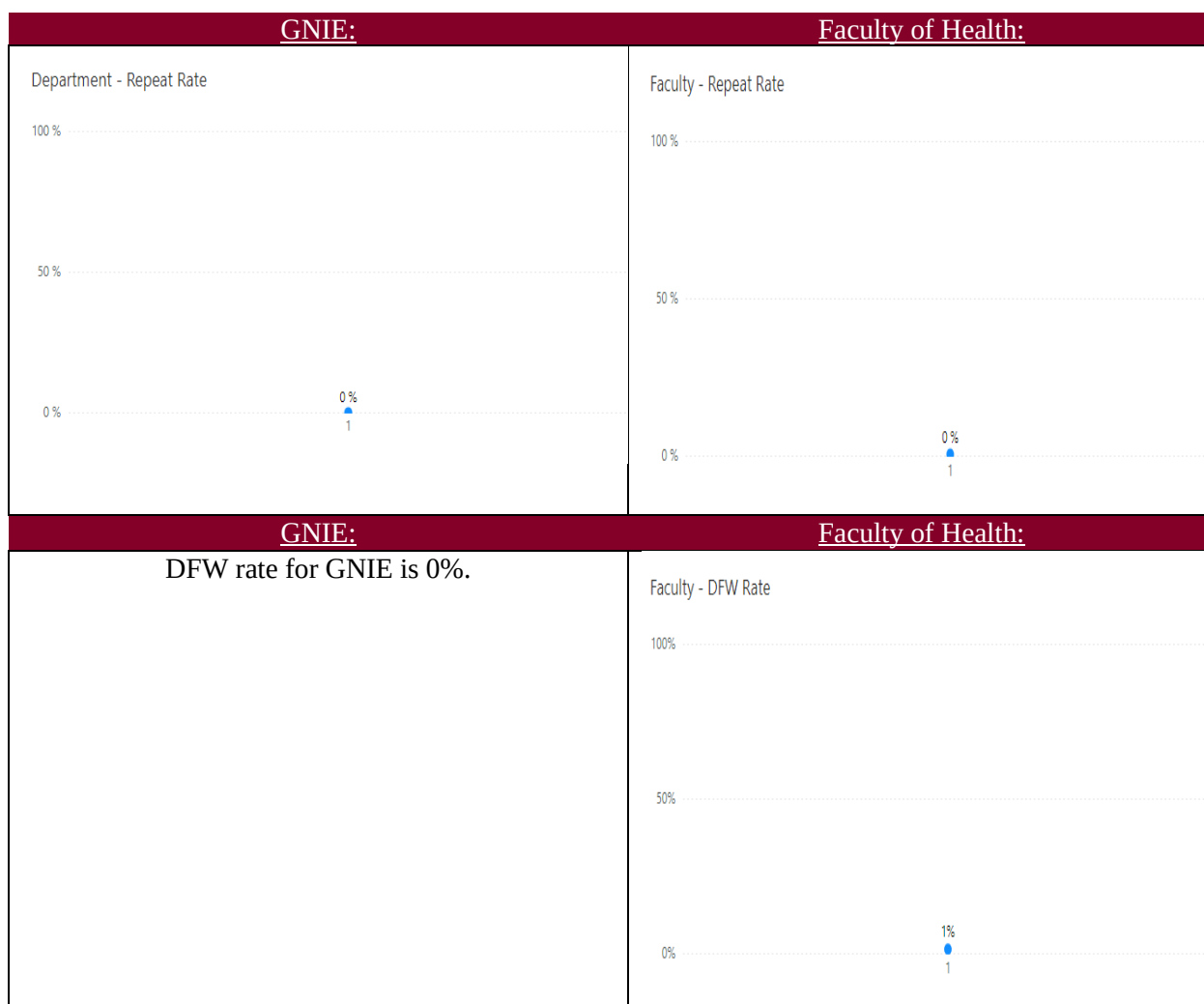


Are there any issues with GNIE students' performance at each level? How do they compare with Faculty of Health undergraduate courses?

Exhibit 16: Student Performance Data for GNIE Courses for AY 2023/24 by Undergraduate Levels Compared with Faculty of Health



¹⁴ Note that variations in sample size can affect the Grade Point Equivalent Mean data.



*Are students making satisfactory progress in the program?*¹⁵

Has there been a change in the number of GNIE Program graduates over time? How does it compare with Faculty of Health in general?

Exhibit 17: GNIE Program Graduate Headcount¹⁶ by Credential and Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
Total ¹⁷	102	97	103	103	115
Certificate	102	97	103	103	115

¹⁵ Data reported in this section was obtained from the Credentials Report, which is available at [DATA - Home \(sharepoint.com\)](#)

¹⁶ Count of unique students who have earned a KPU credential. Breakdown values may not add up to total or 100% because a student can earn multiple credentials in different categories within the same academic year.

¹⁷ To avoid double counting students, total graduate headcounts presented in Exhibits 17 and 18 are unique headcounts of students for the year, not the sum of the credential counts.

Exhibit 18 Faculty of Health Graduate Headcount by Credential and Academic Year

	2019/20	2020/21	2021/22	2022/23	2023/24
Total	291	265	311	294	279
Baccalaureate Degree	129	127	136	122	118
Certificate	159	135	160	155	161
Diploma	4	3	18	17	-

Are graduates of the program successful?

Are the graduates getting jobs in a related field? Are the graduates pursuing further education?

Exhibit 19: KPU GNIE Program Student Outcomes Data Compared with Ministry Targets

Measures	Average Student Outcome Data for KPU GNIE Program (2020-23)	Ministry Target
<i>Respondents</i>	267	
Unemployment Rate ¹⁸	1.5%	≤ 7.5%
Currently Employed ¹⁹	97%	
In a Related Job ²⁰	100%	
Further Studies ²¹	16%	

¹⁸ Unemployment rate of KPU's graduates (of those in the labour market).

¹⁹ Respondents who were working at a job or business at the time of the survey, as a percentage of all respondents, regardless of whether they were in the labour force (see above).

²⁰ Respondents who are currently employed in occupations that they describe as "very" or "somewhat" related to their studies, as a percentage of all employed respondents.

²¹ Respondents who have taken further studies after taking the program, including those currently studying.



SENATE STANDING COMMITTEE ON PROGRAM REVIEW

Agenda Number: 6.1

Meeting Date: Wednesday, March 4, 2026

Presenter(s): Catherine Schwichtenberg

AGENDA TITLE: MEMBERSHIP REVIEW

ACTION REQUESTED: Discussion

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

We're taking time to look at committee membership now because Senate committees are due for their regular mandate and membership reviews, and we are doing the groundwork for SGNC. The discussion is an opportunity to discuss if our current membership structures still make sense for the work we're doing and the work ahead. It's only about hearing perspectives and understanding what might need attention. No actions at this time

Attachments

1. Discussion Questions
-

Submitted by

Catherine Schwichtenberg

Date submitted

March 3, 2026

1. Current Membership

- Are the right voices at the table for the type of work this committee is expected to do?
- Do members feel they have the expertise or perspectives needed to contribute meaningfully?

MEMBERSHIP COMPOSITION

Voting Members

- Chancellor
- President
- Student senator
- Two faculty senators or representatives*
- Faculty senator or representative from each Faculty, with the exception of the Faculty of Trades and Technology
 - One from the Faculty of Academic and Career Preparation
 - Two from the Faculty of Arts
 - One from the Faculty of Educational Support and Development
 - One from the Faculty of Health
 - One from the Faculty of Science
 - Two from the Melville School of Business
 - One from the Wilson School of Design
- Associate Vice-President, Academic or designate
- Two deans or designates
- Associate Vice-President, Planning and Accountability or designate
- Representative, Teaching and Learning Commons
- Representative, Student Services

*These two faculty senators/representatives are additional to the faculty senators/representatives from each Faculty.

Non-voting Members

- Vice-Chair of Senate
- Provost and Vice-President, Academic or designate
- Vice-President, Students or designate
- Manager, Quality Assurance
- Associate Vice-President, Teaching and Learning or designate

2. Representation & Expertise

- Does the current membership reflect the groups, roles, or knowledge areas that should be part of this committee?
- Are there any gaps in representation (e.g., Faculties, students, administrative roles, specialists)?

3. Member Workload & Capacity

- Are people able to participate fully, (do they have the time to prepare for the meeting?)
- Are student members able to engage meaningfully within the current structure?

4. Clarity of Roles

- Are any roles ambiguous or unclear in practice?
- Do members understand what is expected of them?

5. Diversity of Perspectives

- Are diverse academic and institutional perspectives present and heard?
- Are there voices missing that would strengthen the committee's work?
- Does the committee have the right balance of operational knowledge and academic judgment?

6. Looking Ahead

- What would committee members want to keep exactly as it is?
- What small changes could make the committee more effective?

SENATE

Agenda Number: 7.1

Meeting Date: March 4, 2026

Presenter(s): Melike Kinik-Dicleli

AGENDA TITLE: MANAGER'S REPORT ON STATUS OF PROGRAM REVIEWS

ACTION REQUESTED: Information

RECOMMENDED RESOLUTION: N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

There are 37 programs that are at various stages in the program review process.

<i>Phases</i>	<i>Number of programs</i>
Self-Study	21
External Review	6
Quality Assurance Plan	1
Annual Follow-Up Reporting	9
Total	37

Attachments

Manager's Report_Status of Program Reviews_Details for March 4, 2026 SSCPR Meeting

Submitted by

Melike Kinik-Dicleli, Manager of Quality Assurance, Office of Planning & Accountability

Date submitted

February 25, 2026

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
ACP	English Upgrading	Dec-18 re-start: Sep-21	Admin Data: Feb-19 Admin Data: April-22 Survey Data: Nov-22	Jun-25	January 26/27, 2026					The external review report is due on February 28, 2026 . However, a delay is likely because one of the reviewers has been hospitalized since the day following the review.
	English Language Studies	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 15 . Program attended September 19 Curriculum Review Workshop. Surveys are being drafted.
	Employment and Community Studies	Nov-25	Admin Data: Survey Data:							Kick-off meeting was on December 5 . Program started the process in January 2026 . Surveys are being drafted.
Arts	Asian Studies	Oct-22	Admin Data: April-23 Survey Data: April-23	Sep-23	Feb 28/29, 2024	Apr-24	Sep-24	Nov-25		Second annual follow-up report is due in October 2026 .
	Criminology	Jan-2019 re-start: Oct-22	Admin Data: Feb-19 Revised Admin Data: Feb-20 Survey Data: May-20 Survey&Admin Data: Jun-23	Nov-23	June 24/25, 2024	Jul-24	Jun-25			First annual follow-up is due in September 2026 .
	Fine Arts	Dec-23	Survey Data: May-23 Admin Data: May-23	Jan-24	Sep 26, 2024	Dec-24	Oct-25			First annual follow-up report is due in October 2026 .
	General Studies	Sep-25	Admin Data: Dec-25 Alumni Survey Data:							Kick-off meeting took place on September 15 . Program is working on Chapters 1 and 2. Alumni survey is being conducted.
	Geography	Feb-22	Admin Data: Dec-22 Survey Data: Dec-22	Jun-23	Nov 30, 2023	Feb-24	Oct-24	Nov-25		Second annual follow-up report is due in October 2026 .
	Indigenous Community Justice	Sep-24 re-start: Sep 25	Admin Data: Survey Data:							Program attended the September 19 Curriculum Review Workshop. Surveys are being conducted.
	Language & Culture	Dec-21	Admin Data: May-22 Survey Data: May-22	Nov-22	Mar 8 & 9, 2023	Apr-23	Sep-23	Oct-24		Second annual follow-up report was due in October 2025 .
	Philosophy	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 15 . Program attended September 19 Curriculum Review Workshop and received draft surveys on October 3 .
	Psychology	Sep-25	Admin Data: Survey Data:							Surveys were launched on February 23, 2026 .
	Policy Studies	Sep-24	Admin Data: June-25 Survey Data: June-25							Program received survey reports and administrative data report in June 2025 . SSR is likely to be on the agenda for the April 2026 meeting.
	Sociology	Dec-24 restart: Oct-25	Admin Data: Survey Data: January-25 (except discipline survey)							Faculty, alumni, and student survey results were delivered to the program in January 2026 . The discipline/sector survey is currently live.
Business	Accounting Post-bac	Jan-26	Admin Data: Survey Data:							The first draft of the surveys is sent to the program.
	Economics	Oct-22	Survey Data: Jun-23 Admin Data: Jun-23	May-24	Dec 3 & 4, 2024	Apr-25	Nov-25			First annual follow-up is due in November 2026 .
	Entrepreneurial Leadership	Nov-23	Admin Data: Sep-24 Survey Data: Sep-24	Oct-25						External review planning has started. Awaiting confirmation from the program regarding the external review date.

Faculty	Program	Self-Study			External Review		QA Plan	Annual Follow-up		Progress Update The table includes only the reviews in progress.
		Planning Began	Data Collection Concluded	Report Approved	Date of Site Visit	Report Received	QA Plan Approved	1st Report Approved	2nd Report Approved	
	Human Resources Management Post-bac	Dec-24	Admin Data: Jan-25 Survey Data: Jan-25							Program completed Chapters 1 and 2 and currently working on Chapters 3-6.
	Human Resources Management	Jan-26	Admin Data: Survey Data:							Draft surveys were sent to program on January 26, 2026 .
	Marketing	Sep-23	Admin Data: Jan-23 Survey Data: Feb-24	Jun-24	Nov 25 & 26, 2024	Feb-25	Oct-25			First annual follow-up is due in October 2026 .
	Operations and Supply Chain Management	Jun-23	Admin Data: April-24 Survey Data: Mar-24	Feb-25	Mar 11, 2026					External review is on March 11, 2026 .
	Public Relations	Jan-26	Admin Data: Survey Data:							Kick-off meeting was on January 16, 2026 .
Design	Fashion Marketing	Jan-26	Admin Data: Survey Data:							Kick-off meeting was on January 16, 2026 . Surveys will be launched first week of March.
	Graphic Design for Marketing	Sep-24	Admin Data: Apr-25 Survey Data: Apr-25							Self-Study Report is in.
	Interior Design	Jan-26	Admin Data: Survey Data:							Kick-off meeting was on January 16, 2026 . The first draft of the surveys is sent to the program.
	Technical Apparel Design	Sep-25	Admin Data: Survey Data:							Kick-off meeting took place on September 18, 2025 . The first draft of the surveys is sent to the program.
Health	Graduate Nurse International Education Re-Entry	Sep-24	Admin Data: Apr-25 Survey Data: Apr-25							Self-study report is in.
	Nursing	Dec-23	Admin Data: May-24 Survey Data: May 24 (student survey: June-24)	Jun-25	Dec 10, 2025	Feb-26				The external review report contains recommendations where additional explanation from the reviewers is required.
	Nursing-AE	Dec-23	Admin Data: Oct-24 Survey Data: Oct-24	Jan-26						Waiting to receive the final version of the report to start external review planning.
	Traditional Chinese Medicine - Acupuncture	Dec-23	Admin Data: Dec-24 Survey Data: Dec-24							Self-study report was due in October 2025 . The report is delayed.
	Computer Aided Design and Drafting	Jan-24	Admin Data: July-24 Survey Data: July-24							The self study report is now past its due date. Expected submission date is March 2 .
	Engineering	Dec-24	Admin Data: April-25 Survey Data: April-25							The report was expected by mid-December . It is delayed.
	Health Science	Sep-24	Admin Data: Mar-25 Survey Data: Mar-25	Oct-25	Mar 9, 2026					External review is on March 9, 2026 .
	Horticulture Technology Diploma	Nov-21	Survey Data Hort Tech: Mar-23 Admin Data: Sep-23	Feb-25	Nov 3, 2025					Program is working on the quality assurance plan.
	Physics for Modern Technology	May-21	Admin Data: Nov-21 Survey data: Feb-22	Jun-22	Nov 30/Dec 1, 22	Jan-23	Sep-23	Oct-24	Nov-25	Third annual follow-up report is due in November 2026 .
	Plant Health	Jan-26	Admin Data: Survey Data:							Program attended the January 30 Curriculum Review Workshop.
	Sustainable Agriculture	Oct-19	Admin Data: Nov-19 Revised Admin Data: Feb-21 Survey Data: Student: Aug-20 Faculty & Alumni: Jan-21 Discipline/sector: Feb-21	Sep-21	Mar 7/9, 2022	Apr-22	Nov-22	May-24		Received second annual follow-up report on February 23, 2026 .