

Policy History
Policy No. AC9
Approving Jurisdiction: Senate
Administrative Responsibility: Provost and Vice President Academic
Effective Date: April 25, 2023

Skills and Outcomes Procedure

A. DEFINITIONS

1. **Skills:** Skills identified by the Ministry of Post-Secondary Education and Future Skills (“Ministry”) are as follows:
 - a. Writing clearly and concisely
 - b. Speaking effectively (verbally express opinions or ideas clearly and concisely)
 - c. Reading and comprehending material (appropriate to your field)
 - d. Working effectively with others
 - e. Analyzing and thinking critically
 - f. Resolving issues or other problems
 - g. Learning on your own

For the purposes of this policy we use the term “skill” in the way used by the Ministry of Post-Secondary Education and Future Skills. These skills are, in more modern terms, likely better understood as competencies – that is, clusters of knowledge, skills and attributes or attitudes.

2. **Curriculum Map** Curriculum mapping provides a global view of how elements of the program’s curriculum relate to the program learning outcomes. The process of mapping the curriculum entails associating course learning outcomes (CLOs) to program learning outcomes (PLOs). This allows programs to identify *curricular gaps* (wherein outcomes are not currently being taught, or are not adequately assessed) and *curricular redundancies* (wherein outcomes are taught in multiple courses without a rationale for the overlap). Curriculum maps at KPU should include both the outcomes set by the program (at the program and course level) and the skills identified by the Ministry.

B. PROCEDURES

1. The following skills identified by the Ministry will be updated in this Procedure as needed to align with the Ministry's skills from the "Accountability Framework Standards Manual and Guidelines" [here](#):
 - a. Writing clearly and concisely,
 - b. Speaking effectively (verbally express opinions or ideas clearly and concisely),
 - c. Reading and comprehending material (appropriate to the field),
 - d. Working effectively with others,
 - e. Analyzing and thinking critically,
 - f. Resolving issues or problems, and
 - g. Learning on your own
2. Every approved KPU Full Program Proposal will include a curriculum map, with program learning outcomes that connect to the skills identified by the Ministry.
3. The program review process will include the percentage of graduates who indicated that their education helped them develop various skills.
4. The program review, program revision and program development processes will include curriculum maps in the ways determined most feasible by their respective Senate committees.
5. The skills identified by the Ministry offer general guidance only and are not defined in detail, but need to be applicable across programs and Faculties. Faculties may, for this reason, produce skills frameworks that build on these Ministry's skills explicitly but that also extend, detail or reframe them in ways that are relevant and applicable to their programs. The "resolving issues" skill, for instance, maybe understood specifically within the context of KPU's commitment to sustainability and decolonization, and so a Faculty may define that skill in that way for its own programs.
 - a. Faculty skills framework can also include additional skills as identified by the Faculty.
 - b. Faculty skills should be covered by the program learning outcomes or mapped in addition to them during the curriculum mapping process.

C. RELATED POLICY

AC3 Program Review

AC10 Development and Change of Senate-Approved Programs

AC11 General Education in Degree Programs