



Greenwich University

Policy Title:	Outcome-Based Education (OBE) Policy		
Custodial Office:	Dean	Policy Number:	GU/SKM-R/2021-88/15
Policy Contact:	Registrar Office	Date Approved:	February 21, 2026
Approved By:	Academic Council	Date of Issue:	March 02, 2026
Related Documents:	GU Policy Manual	Next Review:	February 2028
Revision:	2 nd	Revision:	Every three years

N.B: This policy may be amended at any time without prior notice. All revisions shall supersede any previous versions and shall take effect immediately upon approval.

QUALITY ENHANCEMENT CELL
GREENWICH UNIVERSITY

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1. Purpose

This policy defines the Outcome-Based Education (OBE) framework adopted by Greenwich University in alignment with the academic and quality assurance standards of the Accreditation Councils and the Higher Education Commission (HEC), Pakistan. The policy ensures academic rigor, international comparability, transparency, and continuous quality enhancement across all undergraduate and postgraduate programs.

2. Policy Statement

Greenwich University is committed to delivering high-quality education through an outcomes-oriented, student-centered learning model. The University adopts OBE principles to ensure that graduates demonstrate clearly defined knowledge, skills, professionalism, ethics, and employability attributes that meet national (HEC) and international standards.

3. Guiding Principles

The OBE policy is guided by the following principles:

- **Student-Centered Learning:** Learning activities and assessments are designed to enable students to achieve intended learning outcomes.
- **Alignment and Coherence:** Institutional Mission, Program Educational Objectives (PEOs), Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), teaching strategies, and assessments are fully aligned.
- **International Benchmarking:** Academic standards and assessment practices are benchmarked against Quality Assurance frameworks and expectations.
- **Regulatory Compliance:** Full compliance with HEC Pakistan policies, including OBE implementation, accreditation requirements, and quality assurance guidelines.
- **Continuous Improvement:** Decisions are evidence-based and informed by assessment data, stakeholder feedback, and external review.

4. OBE Framework

4.1 Institutional Alignment

- The University Vision and Mission inform all academic programs.
- Each program defines Program Educational Objectives (PEOs) that reflect graduate attributes expected 3–5 years after graduation.
- PEOs are aligned with HEC graduate attributes, employability and professionalism standards.

4.2 Learning Outcomes Hierarchy

- **Program Learning Outcomes (PLOs)** describe what students should know and be able to do upon graduation.
- **Course Learning Outcomes (CLOs)** are measurable, achievable, and mapped to relevant PLOs.
- All outcomes follow Bloom's Taxonomy and are written in clear, assessable language.

4.3 Curriculum Design

The Curriculum emphasizes:

- Structured curriculum mapping linking outcomes, learning activities, and assessment
- Progressive learning from introductory to advanced levels
- Integration of theory, practice, research, and employability skills
- Industry relevance and societal impact

5. Teaching and Learning Strategies

Teaching strategies are selected to ensure achievement of learning outcomes and include:

- Interactive lectures and tutorials
- Problem-based and project-based learning
- Laboratory work and practical simulations
- Case studies and real-world applications
- Independent and guided research activities
- Use of digital learning platforms and blended learning where appropriate

All teaching practices reflect inclusive education principles and academic integrity.

6. Assessment Policy

6.1 Assessment Design

- Assessments are aligned with CLOs and PLOs.
- A balanced mix of formative and summative assessments is used.
- Assessment methods may include quizzes, assignments, projects, presentations, lab reports, midterm and final examinations.

6.2 Rubrics and Transparency

- Standardized assessment rubrics are developed for each CLO.
- Students are informed in advance about assessment criteria and performance expectations.

6.3 Moderation and External Benchmarking

- Internal moderation ensures consistency and fairness.
- External moderation and benchmarking are conducted in line with UWE standards.

7. Assessment of Learning Outcomes

- CLO attainment is measured at course level.
- PLO attainment is measured at program level using aggregated CLO data.
- Achievement thresholds follow HEC OBE guidelines.

8. Continuous Quality Improvement (CQI)

8.1 Data Collection

- Assessment results
- Student feedback
- Alumni and employer feedback
- External examiner reports
- Accreditation and review outcomes

8.2 Improvement Actions

- Identified gaps lead to action plans covering curriculum revision, teaching methods, assessment tools, and faculty development.
- CQI actions are documented, implemented, and re-evaluated in subsequent cycles.

9. Roles and Responsibilities

9.1 Faculty

- Design CLOs aligned with PLOs
- Implement OBE-aligned teaching and assessment
- Analyze assessment data and contribute to CQI

9.2 Program Committees

- Ensure curriculum alignment and compliance
- Review PLO attainment and CQI reports

9.3 Quality Enhancement Cell (QEC)

- Monitor OBE implementation
- Ensure compliance with HEC and international standards
- Facilitate audits, reviews, and accreditation processes

9.4 Academic Leadership

- Provide strategic oversight
- Support faculty capacity building
- Ensure international benchmarking and collaboration

10. Academic Integrity and Ethical Standards

All academic activities are conducted in accordance with high ethical standards, promoting honesty, fairness, respect, and professionalism, consistent with HEC regulations and expectations.

11. Review and Approval

This policy is reviewed periodically to ensure currency, effectiveness, and compliance with national and international standards. Amendments are approved by the recommendation of Board of Faculty and approval through Academic Council.