



Quality Break

Welcome to the OCQAS Newsletter- your triannual peek behind the quality scenes at the OCQAS with quality news, updates, resources and more!

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Highlights from Audits Carried Out Between Sep 2014 –August 2017

In response to requests from colleges to share lessons learned through the audit process, OCQAS has compiled a document of [highlights from the last three years of audits](#).

The document contains the mechanisms recognized by the respective audit panel teams as best practice (Commendations) which were showcased in the CQAAP final report for these colleges, the list of requirements that the colleges seems to struggle with, the areas where the colleges are doing well, and lessons learned from the Self-Study submissions.

This document will be updated at the end of every academic year, to include the highlights of that year's audits. OCQAS is looking forward to showcasing commendable practices, especially for colleges that are actively preparing for audits.

Please note, the colleges mentioned in this document may not be the only ones employing these practices. Other colleges might have similar mechanisms to accomplish some of the same results, but were not (or not yet) mentioned by their respective audit teams. Each audit panel decides which processes to highlight for each particular college.



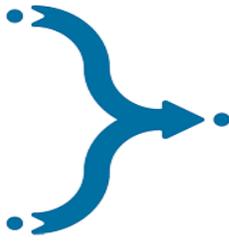
CVS Anytime/Anyplace

OCQAS has been working for the last three years with a developer to create an online application to facilitate the Credential Validation Service.

The Beta version of the tool will be made available to a couple of colleges in February for testing. The goal is to make this tool available to all colleges in May 2018.

This application will allow colleges to:

- Access Provincial Program Standards;
- Access Provincial Program Descriptions;
- Submit program applications;
- Receive feedback on program applications;
- Modify titles;
- Modify programs;
- Receive and access validation decision letters.



CVS: Mapping to two MTCU Codes

The Complete Story

- What happened?
Colleges were creating and validating new 'unique' programs, but it was taking the Ministry a long time to fund them. A couple of colleges approached CVS, and asked if we knew the reason for the delay.
- Who was involved?
CVS met with the Ministry to find out what was causing these delays. The Ministry explained that new programs that were submitted without alignment to an existing MAESD code took a long time to process, because the Ministry had to do a complete assessment of the Vocational Learning Outcomes (VLOs). This consisted of reviewing every code that had similar VLOs to assign a MAESD code and then decide on the weight and funding.

We reviewed a couple of the programs that were under that category and realized that in both cases, the programs were a combination of two different MAESD codes. It was at that point in time that we agreed to ask colleges that were developing new 'unique' programs to demonstrate the nature of the program by aligning/mapping to two codes.

- How would the process work?
Colleges would identify existing MAESD codes which are closely aligned with the proposed program. Then, the college would use two MAESD code Program Descriptions to map their new proposed VLOs. The purpose of the exercise is to highlight what's the same and what's different in the proposed program.

For each Program Description the New Proposed VLOs would be mapped to the VLOs that are equivalent, and leave empty cells for those that do not align.

Example:

MAESD 70519	Proposed Program
1.	
2.	
3.	1.
4.	
5.	2.
6.	3.

MAESD 70523	Proposed Program
1.	4.
2.	5.
3.	
4.	
5.	
6.	6.
7.	7.

CVS would review the alignment and under the validation rationale annotate the percentage of VLOs that were aligned to each of the two MTCU codes. For example, the validation rationale might be: *"Well-developed program; mapped to two MAESD codes at the right credential and field of practice. 43% of Proposed Program VLOs aligning to MAESD code 70519 and the other 57% to 70523."*

This would allow the Ministry to know what program area the proposed program belonged to and aggregate the funding weight and unit accordingly. This would expedite the VLO review and the funding decision process.

- Why was this the direction taken?
The process follows the same principles used for any other program development, and it provides CVS and the Ministry with the information needed to facilitate their processes.



CQAAP Review

In response to our commitment to the COP Accreditation Taskforce there will be no changes to CQAAP until all colleges have completed the current cycle of audits (September 2019).

In order to revise all the documentation and have it ready for the colleges that are scheduled for audit 2019/2020, OCQAS has started to solicit feedback from stakeholders.

The feedback will be reviewed by a committee formed by representatives of CCVPA and HOQM, and recommendations for changes will come from that group.

The areas of focus for this review include:

- Program Selection and Site-visit requirements;
- Revision of the language use for the Standards and Requirements;
- Guidelines and Support materials;
- Communication with the colleges.

If you have any comments about the process please contact Liwana Bringelson bringelson@gmail.com.



OCQAS Review

As an organization, we work in the spirit of *accountability*, *transparency* and *consistency* to build trust in the services we provide.

In the spirit of continuous improvement, quality assurance agencies go through an external review every five to seven years. OCQAS will commence its third review in 2018 assessing the quality of our services against the Standards and Guidelines for Quality Assurance used in the European Higher Education Area (ESG).

These standards have been divided into three interlinked parts:

- Internal quality assurance
- External quality assurance
- Quality assurance agencies

Each standard has a set of seven to ten guidelines that describes good practices in each area.

The process is almost identical to the one we use with colleges: we write a self-study with supporting evidence for each requirement, an external panel reviews the self-study, interviews relevant stakeholders during a site-visit, and a review report is written and given to the agency.

As a quality assurance agency, we acknowledge quality in the colleges' activities and recommend enhancements to the areas that need further development. The ultimate goal of this review is to have an external panel do for us what we do for the colleges.