



Quality Break

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

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As of May 1st, 2018 CVS training is required to submit program proposals



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Reminder: CVS Training Available

As of May 1st, 2018 CVS requires that anyone submitting Program Proposals must have completed the CVS training workshop.

Whether for new employees or veterans looking to refresh their skills, you can look at the [CVS Training Tutorial](#) and [Writing Vocational Learning Outcomes Tutorial](#).

For a personalized CVS Training workshop, please fill out this form: <https://bit.ly/2relBt0>.



Program Validations

Reviews

Double-checks: To increase consistency and minimize errors, program proposals are now reviewed by two individuals.

Timelines: In the past OCQAS gave themselves a deadline of five business days to respond to all CVS proposals and questions. We know that some colleges are counting on these when submitting materials to their Boards.

With many colleges requesting reviews and validations over the last three months, those timelines were unrealistic.

Moving forward we will commit to no longer than 15 business days.

MTCU Codes

Unique MTCU Codes exist for all program standards and descriptions. The first number denotes the level of credential:

MTCU Codes	Ontario College Credential
40000	Ontario College Certificate
50000	Ontario College Diploma
60000	Ontario College Advanced Diploma
70000	Ontario College Graduate Certificate
80000	Bachelor's Degree

When developing programs if you do not find an MTCU Provincial Program Standards or Program Descriptions in a particular code family, look for one in that same family in a different credential.

Program Standards vs Program Descriptions

	Program Standards	Program Descriptions
Titling Protocols	Titles must be used as they are. A modifier may be added if additional VLO(s) support it.	Proposed titles must be similar to existing program titles in the MTCU APS table in the same MTCU Family Code
Vocational Learning Outcomes (VLOs)	VLOs must be used as they are. They are the minimum expected for the program. Additional VLOs may be added to address a specialty or niche in the community/or industry, and/or to support a modifier for a program title.	VLOs must reflect the original outcome's themes and dimensions. Additional VLOs may be added when mapping a program to a description. Rationale for excluding a VLO must be provided along with identification of where else the outcome is achieved.

Writing VLOs

- VLO's are statements that describe what learners will know and be able to do when they graduate from a program.
- VLO's describe demonstration of knowledge, skills, and attitudes that are necessary and significant for graduates to be effective in their vocational and personal pursuits.
- VLO's describe learning that is significant and durable – What graduates need to be able to do “out there” when asked by an employer.
- VLO's are specific, measurable, observable and action-oriented and align with curriculum learning activities, resources and assessments.
- VLOs have three components:
 - A description of what the graduate will be able to DO (verb)
 - The context under which the graduate will perform the task
 - The criteria for evaluating graduate performance

Mapping to two MTCU codes

When creating innovative programming for which there is no existing MTCU Code, colleges may demonstrate the nature of the program by mapping to two codes. The purpose of this exercise is to highlight what is similar and what is different in the proposed program. Please make sure the suggested program mapping to CVS prior to filling in the program proposal in the CVS AA tool.

When mapping to two MTCU Codes, it is important to demonstrate which VLOs are relevant to the new program, the themes and dimensions must be considered and captured where relevant, and rationale for not including VLOs must be provided.

In this process, CVS reviews the alignment and under the validation rationale annotates the percentage of VLOs that were aligned to each of the two MTCU codes to allow the Ministry to know what program area the proposed program belonged to and aggregate the funding weight and unit accordingly.

Program Curriculum

Program length should be similar to existing programs in the same MTCU Code. Be sure to include co-op courses in their own semester, where they exist.

Curriculum should be identified in the following manner:

Semester – should be represented numerically, i.e. 1, 2, 3, 4, etc.

Course Code/Course Title – course codes and titles should be unique, even if they are 'TBA', i.e. GNED1 - General Education Elective 1, GNED2 - General Education Elective 2, etc.

General Education Course – should be identified using the checkbox in the CVS Anytime/Anyplace tool. If they are also elective, that checkbox can be used also

Total Course Hours – should be the total hours of a course per semester (not week)

Course Description – should be reflective of the outcomes that the course is mapped to

Mapping

Consider your selections carefully and thoroughly when mapping courses to VLOs and Essential Employability Skills (EES).

- Core courses must map to at least one VLO and all VLOs must be covered.
- Not every course needs to map to an EES, but all EESs must be covered by at least one course.
- General Education elective courses should not be mapped to VLOs or EES.
- Co-op courses must map to at least one VLO.



College Quality Assurance Audit Process (CQAAP)

Revised CQAAP

With the purpose of moving to Accreditation in 2014/2015 OCQAS did a full review of the Standards and Requirements used in the Program Quality Assurance Process Audit (PQAPA) and it was then that the name of the process was changed to College Quality Assurance Audit Process (CQAAP).

In November 2016 when COP decided to postpone the decision to move to Accreditation until November 2019, OCQAS committed to hold off any changes to process until the 24 colleges completed their five-year cycle at the end of the academic year 2018/2019.

To ensure there would be no disruptions in the system, OCQAS started the review of the process in September 2018, using the results from the surveys gathered in the last four years, as the guide for the adjustments required. The process involved consultation with all stakeholders.

Ministry of Training, Colleges and Universities

- Occupational areas: The Ministry is looking for very specific information regarding what potential jobs graduates could get as a result of completing the proposed program, as well as the number of jobs that may be available to graduates. It is beneficial to include context and statistics for the labour market for the profession, including supporting information for the specific NOC Code.
- CIP/NOC project: the Ministry is working with Stats Canada to determine the specific NOC every program's (CIP) is attached to. This has a potential effect on validated APS numbers that are hosting more than one unique program.

In May 2019 the full review and revision of the process was concluded, and the documentation in both English and French was posted on the OCQAS website.

Links to helpful resources:

- [CQAAP Guidelines and Framework May 19](#)
- [CQAAP Standards – May 2019](#)
- [CQAAP Standards \(2019\) with Highlights from Audits Between Sep 2014-Aug 2019](#)

Reminder/Invitation to Observe a CQAAP Process

A great way to learn more about the CQAAP process and have a deeper understanding of how the process works is to observe an audit at another college. If you are interested in learning more about this opportunity, please contact Karen Belfer at belfer@ocqas.org.