

STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EVIDENCE
1. PROGRAM QUALITY MANAGEMENT SYSTEM Effective quality assurance mechanisms ensure the existence of a quality assurance system. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	A college-wide program quality management system: 1.1 Has established mechanisms that operationalize the Board of Governors' (BOG) responsibility to ensure quality assurance is embedded in the strategic direction of the organization.	The guiding information describes the different dimensions of each requirement. This requirement is broad and overarching; it covers the significant issues, and you will be required to include more details as you address subsequent requirements. Components of the requirement may include: <ul style="list-style-type: none"> • the bodies and structures in the college responsible for program quality, beginning with the BOG and extending through to key leaders and committees/organizational units; • the quality assurance (QA) system as it is incorporated into the governance and strategic direction of the organization; • the strategic organizational documents, showcasing alignment to the institutional QA system and the accountability measures of the institution; • the processes embedded in the institutional QA system. 	Mechanisms are policies, procedures, and/or practices. <ul style="list-style-type: none"> • <i>Mechanisms for regulating QA at the Board level.</i> • <i>Strategic documents that define and guide the operationalization of QA in the institution.</i> 	Documents used as evidence for this requirement. <ul style="list-style-type: none"> • Quality Assurance Policy. • The internal quality assurance processes/tools/structures to operationalize the QA policies. • Documentation illustrating the alignment of the QA system with strategic management documents, e.g., strategic plan, business plan, Strategic Mandate Agreement, academic plan. • Documentation demonstrating how the BOG operationalizes its QA mandate to oversee program quality through its lifecycle (including approval, review, maintenance, renewal, suspension, and cancellation). • Board-level committees responsible for QA, terms of reference for these committees. • BOG-level QA Process. • BOG agendas and minutes.
	1.2 Ensures that there are established mechanisms for: <ul style="list-style-type: none"> • new program development; • program review; • program revision; • program renewal; • program suspension and cancellation that support program quality and are applied consistently across all programs.	Components of the requirement may include: <ul style="list-style-type: none"> • clearly-defined and structured processes for the development, review, maintenance, renewal, suspension and cancellation of programs which: <ul style="list-style-type: none"> • are effective (workable); • are monitored; • are reviewed and revised appropriately; • are consistently applied; • exist to facilitate regular assessment of the strengths and areas for improvement for the programs. • an execution plan. 	<ul style="list-style-type: none"> • <i>Mechanisms for regulating program quality.</i> • <i>Mechanisms that ensure the program quality assurance processes are working effectively and applied consistently.</i> 	<ul style="list-style-type: none"> • Documents, templates, flowcharts and guidelines that describe the program quality lifecycle processes including program development, review, revision, renewal, suspension and cancellation. • Examples where mechanisms are consistently used for program development, review, revision, renewal, suspension and cancellation. • High-level program development or review plans, e.g., 5-year plan, program review plan/schedule/implementation. • Other materials that demonstrate processes to ensure program QA – CVS validations, attestation letters, cancellation submitted to MTCU. • Terms of reference for institutional structures/committees that have a role in the different stages of the program quality lifecycle processes.

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	1.3 Has mechanisms for gathering, collating and analyzing data and information from various sources and stakeholders that are related to program quality.	Components of the requirement may include: <ul style="list-style-type: none"> activities, documents and resources to gather, collate and analyze program data and information; methods and processes to gather, collate and analyze program data from various stakeholders. 	<p><i>Mechanisms, systems, infrastructure and tools for collecting, collating and analyzing data and information such as, but not limited to:</i></p> <ul style="list-style-type: none"> <i>Stakeholder data: professional bodies, program advisory committees (PACs), employers, community liaisons, graduates, faculty, students (i.e., domestic, Indigenous, international);</i> <i>Program indicators: graduation rates, Key Performance Indicators (KPI), placement rates, retention rates, progression rates and completion rates;</i> <i>Program records: previous program review outcomes (i.e. recommendations, action plans);</i> <i>Other data: Labour market analysis/costs.</i> <p><i>Tools for presenting the analyzed data: scorecards, dashboards, reports.</i></p>	<ul style="list-style-type: none"> Description of how and who is gathering, collating and analyzing the data. Qualitative and quantitative data and information gathered, collated and analyzed. Other data, including: report cards, environmental scans, labour market analysis, latest research in the given discipline, program information packages, and recommendations from previous program reviews. Dashboards with multiple data points that have been organized and compared across programs, colleges. (e.g. Program health matrix).
	1.4 Uses data and information collected from various sources and stakeholders to assess program performance and inform recommendations.	Components of the requirement may include: <ul style="list-style-type: none"> program lifecycle processes which use the data gathered, collated and analyzed to inform the programs' strengths and/or areas for improvement; decisions/recommendations made based on the data and information gathered, collated and analyzed from stakeholders, program records, and program indicators. 	<ul style="list-style-type: none"> <i>Mechanisms and documents that show how the program data or information (in R1.3) is being used to inform decisions during program development, review, renewal, maintenance, suspension and cancellation.</i> 	<ul style="list-style-type: none"> Examples of program lifecycle processes consistently showing the use of the data and information gathered, collected and analyzed (in R1.3). Recommendations and action items that arise from the use of the gathered data and information (documented for requirement 1.3) to inform decisions about programs.
	1.5 Has mechanisms for ensuring that recommendations and action plans arising from program QA processes have been implemented.	Components of the requirement may include: <ul style="list-style-type: none"> process to monitor and follow up on recommendations and action items that arise from program lifecycle activities; process for evaluating whether the implemented changes were effective. 	<ul style="list-style-type: none"> <i>Mechanisms to ensure that program level recommendations are monitored and addressed (tracking).</i> <i>Tools to evaluate the effectiveness of program changes.</i> 	<ul style="list-style-type: none"> Processes to review and monitor recommendations to ensure that they are followed through and implemented consistently. Documentation that demonstrates the measures taken to implement and follow up on recommendations.
	1.6 Has mechanisms for managing and communicating changes to programs and/or courses to keep them current and relevant with industry, provincial standards and professional body requirements.	Components of the requirement may include: <ul style="list-style-type: none"> clearly-defined and structured processes to manage program and course changes that are: <ul style="list-style-type: none"> effective (workable); monitored; consistently applied; and clearly communicated. timelines. 	<ul style="list-style-type: none"> <i>Mechanisms for regulating changes to programs and/or courses.</i> <i>Mechanisms for communicating changes to programs and courses to all stakeholders.</i> 	<ul style="list-style-type: none"> Documents, templates, flowcharts and guidelines that describe processes and timelines for program and course changes. Examples that demonstrate the consistent use of the mechanisms. Samples of how program and/or course change updates are shared with all stakeholders (i.e. students (announcements), Program Advisory Committees (PACs), e.g. PAC meeting agendas and minutes).

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	<p>1.7 Manages program maintenance records arising from program lifecycle QA processes.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • location, access protocols and security methods in place to store program records relating to the lifecycle of the programs of study; • program records stored and maintained to inform program decisions. 	<ul style="list-style-type: none"> • <i>Mechanisms for managing access (i.e. conserving and protecting their integrity and safeguarding access) to important records of a program lifecycle.</i> 	<ul style="list-style-type: none"> • Repository (or repositories) that provide access to all the documents related to the program’s lifecycle, including every document related to a program from development to review, revision, renewal, suspension and cancellation (including, but not limited to, program development forms, program review reports, course outlines, and title changes). • Permanent records (such as): <ul style="list-style-type: none"> • CVS validations; • attestation letters; • program reviews; • curriculum documents. • Security of and access to the repository for all who require it. • Other processes for record management and communication.

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2. VOCATIONAL LEARNING OUTCOMES AS THE CENTRE OF PROGRAM DEVELOPMENT (THROUGHOUT THE PROGRAM LIFECYCLE) Effective quality assurance mechanisms ensure vocational learning outcomes are at the centre of the program's lifecycle activities. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	A college-wide use of vocational learning outcomes at the centre of the program lifecycle:	The guiding information describes the different dimensions of each requirement.	Mechanisms are policies, procedures, and/or practices.	Documents used as evidence for this requirement.
	2.1 Ensures the existence, relevance and dissemination of Program Vocational Learning Outcomes (PVLOs) as the starting point for any program lifecycle activity regardless of the program location or delivery method.	Components of the requirement may include: <ul style="list-style-type: none"> • clearly-defined and structured processes for the development and review of PVLOs that check for measurability and relevance through the different stages of the lifecycle of the program; • activities and committees that support clear statement writing for PVLOs; • processes to regularly and systematically communicate PVLOs to program applicants, students, faculty, PACs, employers, placement/internship preceptors. 	<ul style="list-style-type: none"> • <i>Mechanisms that purposefully put PVLOs at the centre of program lifecycle activities.</i> • <i>Mechanisms that review PVLOs and ensure they remain measurable and relevant.</i> • <i>Mechanisms for communicating PVLOs to all relevant stakeholders.</i> <p><i>Tools: program development, review, renewal or maintenance, suspension and cancellation templates.</i></p> <p><i>Organizational Structure: individuals or groups (committees) responsible for reviewing PVLOs.</i></p>	<ul style="list-style-type: none"> • Documentation of processes (e.g. flowcharts, guidelines) demonstrating that PVLOs are at the centre of the program development process. • Templates for program development that demonstrate the integration of PVLOs. • Examples of programs developed and lists of initial, revised and final versions of program PVLOs; • Relevant minutes from group or committee meetings held for the purpose of reviewing PVLOs. • Flowcharts that illustrate the processes used to review PVLOs at various stages of the program lifecycle and identify responsible parties at each stage. • Guides, handbooks, workshops, training on how to write PVLOs. • Processes, systems, and tools to communicate PVLOs.
	2.2 Ensures that program course structure, course sequence, and course learning outcomes are derived from, and flow coherently from, the Program Vocational Learning Outcomes (VLOs) and Essential Employability Skills and are disseminated.	Components of the requirement may include: <ul style="list-style-type: none"> • activities, documents and structures that support program mapping processes; • PVLOs and EES are mapped to courses to reliably demonstrate opportunities for students to develop knowledge, skills and attitudes; • progression of courses and experiential learning opportunities (when available) to enable students to achieve the learning outcomes; • processes to regularly and systematically communicate program frameworks to program applicants, students, and faculty. 	<ul style="list-style-type: none"> • <i>Mechanisms to develop the framework of a program of study/program of instruction.</i> • <i>Mechanisms that review program course sequence and ensure the leveling and progression are adequate and properly scaffolded to meet the PVLO and EESs.</i> • <i>Mechanisms for the dissemination of the frameworks of programs of study.</i> <p><i>Tools: program maps, curriculum maps, program guides.</i></p> <p><i>Organizational Structure: people or groups responsible for reviewing program/course progression.</i></p>	<ul style="list-style-type: none"> • Templates for curriculum maps. • Examples of completed program curriculum maps. • Guides, handbooks, workshops, training resources that explain or demonstrate how program mapping is done. • Process chart or flowcharts for mapping that identify key individuals who support this process in the college. • Maps that clearly illustrate the course path students need to follow from admission requirements to completion. • Student handbooks displaying program information.

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	<p>2.3 Ensures that course learning activities, assessments, and Prior Learning Assessment Recognition (PLAR) mechanisms are consistent with and appropriate to the course learning outcomes, PVLOs and EESs, and support meaningful acquisition of the required skills and knowledge.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • activities, documents and resources that support faculty's design and development of course learning activities and assessments; • course learning outcomes that stem from the PVLOs and EESs; • content and learning activities of each course that are learning-centered and that engage with knowledge and inquiry consistent with the level of study and the expected learning outcomes; • methods of assessment are consistent with the course learning outcomes and allow to confirm that all specified course learning outcomes are achieved and reflect the level of student attainment; • design of teaching strategies stems from learning-centered learning activities/assessments that are arranged in a logical and sequential fashion to facilitate in-depth learning that allows learners to reliably demonstrate course learning outcomes and PVLOs; 	<ul style="list-style-type: none"> • <i>Mechanisms that review program/course activity and ensure that the learning activities and assessments are aligned with course learning outcomes, PVLOs and EESs.</i> • <i>Mechanisms to design course frameworks.</i> • <i>Mechanisms that review course activity and ensure that learning activities and assessments are learning-centered;</i> <p><i>Tools: course outlines, syllabi, training plans.</i></p> <p><i>Organizational Structure: individuals or groups responsible for reviewing program and course instructional design.</i></p>	<ul style="list-style-type: none"> • Templates of course outlines, syllabi, learning plans, and/or lesson plans. • Examples of program course outlines, syllabi, learning plans, and/or lesson plans. • Examples of <i>learning-centered</i> learning activities. • Identification of PLAR options. • Explanation of PLAR process, specifically related to course learning outcomes.

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3. CONFORMITY WITH GOVERNMENT REQUIREMENTS Effective quality assurance mechanisms ensure the conformity of programs of study with relevant government requirements. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	A college-wide conformity with government requirements:	The guiding information describes the different dimensions of each requirement.	Mechanisms are policies, procedures, and/or practices.	Documents used as evidence for this requirement.
	3.1 Ensures that program titles are consistent with established CVS Titling Protocols.	Components of the requirement may include: <ul style="list-style-type: none"> • activities, documents and people that support program faculty in selecting or determining titles that meet titling protocols, for all programs following Program Descriptions or Provincial Program Standards; • processes to monitor program titles throughout the program lifecycle. 	<ul style="list-style-type: none"> • <i>Mechanism to review program titles and ensure they are conforming to title requirements throughout the lifecycle.</i> <p><i>Tools: guides, templates, CVS applications, new program development and program review forms.</i></p> <p><i>Organizational Structure: responsible for reviewing program titles and conformity to governmental requirements.</i></p>	<ul style="list-style-type: none"> • Process and list of individuals responsible for verifying that program titles adhere to established titling protocols during program development, prior to application for CVS validation. • Process and list of individuals responsible for verifying that program titles adhere to established titling protocols during program review.
	3.2 Ensures that programs of instruction meet or exceed the provincial credential validation framework (CVF).	Components of the requirement may include: <ul style="list-style-type: none"> • activities, documents and structures to support faculty in following CVF elements during the lifecycle of the program: <ul style="list-style-type: none"> • program PVLOs are aligned with standards and they meet or exceed the professional bodies' requirements, expectations of the institution and the labour market; • EESs requirements are met or exceeded; • General Education requirements are met or exceeded; • specified admission requirements are met. 	<ul style="list-style-type: none"> • <i>Mechanisms to review programs and their alignment with the CVF.</i> <p><i>Tools: guides, templates, CVS application, new program development application and program review forms.</i></p> <p><i>Organizational Structure: individuals or groups responsible for reviewing programs conforming to CVF.</i></p>	<ul style="list-style-type: none"> • Process and list of individuals responsible for ensuring all elements of the program are mapped and/or conform to the following elements of the CVF: <ul style="list-style-type: none"> • admission requirements; • General Education requirements; • PVLOs; • EESs; • credential level; <p>prior to CVS validation and during program review.</p>
3.3 Ensures that programs of instruction have appropriate Program Advisory Committees (PAC) and that mechanisms exist for the PAC to provide meaningful input into program relevance and quality.	Components of the requirement may include: <ul style="list-style-type: none"> • Program Advisory Committees (PACs) for every program/cluster of programs; • PACs inform on trends and current workplace/industry expectations; • process for using PAC input to inform program content, e.g., essential vocational skills, attitudes, knowledge, and competencies; • process for selection of PAC members and PAC terms of reference; • PAC policy and terms of reference aligns with Government requirements as per Ministers' Binding Policy Directive. 	<ul style="list-style-type: none"> • <i>Mechanisms for PAC creation and terms of reference.</i> <p><i>Tools: guides, templates.</i></p> <p><i>Organizational Structure: individuals or groups responsible for ensuring that program development, review, renewal, and maintenance includes PAC input.</i></p>	<ul style="list-style-type: none"> • Existing PAC policy and terms of reference. • Process and list of individuals responsible for ensuring that PACs are functioning according to policy. • Minutes of PAC meetings. • Report to BOG on PAC activity. 	

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	<p>3.4 Ensures that changes to provincial program standards are communicated to all relevant stakeholders and implemented in a timely manner to assure that all programs are current.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • activities, documents and people to ensure the timely implementation of changes made to provincial program standards; • processes for timely communication regarding provincial program standards and changes; • activities, documents and people to support faculty in the timely implementation of changes arising from the revision or development of provincial program standards. 	<ul style="list-style-type: none"> • <i>Mechanisms to implement revisions made to provincial program standards in a timely manner.</i> • <i>Processes and structures to communicate changes and implications to all relevant stakeholders.</i> • <i>Processes and resources in place to respond to the Ministry.</i> 	<ul style="list-style-type: none"> • Process and list of individuals responsible for communicating information pertaining to provincial program standard changes and implementation requirements. • Process and list of individuals responsible for monitoring program compliance with provincial program standard requirements and modifications. • Process for determining that program compliance to program standard changes is achieved in a timely manner. • Evidence of recent program standard updates, e.g. comparison of previous and updated program maps.

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4. PROGRAM DELIVERY AND STUDENT ASSESSMENT Effective quality assurance mechanisms ensure the quality of program delivery and student assessment. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	A college-wide program delivery and assessment of students:	The guiding information describes the different dimensions of each requirement.	Mechanisms are policies, procedures, and/or practices.	Documents used as evidence for this requirement.
	4.1 Ensures that instructional activities and assessments are consistent with and appropriate to the course learning outcomes, and well suited to all locations and delivery methods.	Components of the requirement may include: <ul style="list-style-type: none"> • process for reliably demonstrating consistent delivery and assessment of course learning outcomes, regardless of location or program delivery strategies; • activities, documents and people to support faculty in the use and implementation of different modes of delivery, where appropriate. 	<i>Mechanisms that ensure that students can reliably and consistently demonstrate capacity to meet learning outcomes regardless of program delivery modes or strategies.</i>	<ul style="list-style-type: none"> • Process and list of individuals that ensure/verify consistent delivery of programs of instruction. • Reviewed and signed (i.e. approved) course outlines. • Course outlines indicating courses offered in different delivery modes or sites.
	4.2 Engages faculty in regular experimentation, sharing and evaluation of new strategies, methods and tools for teaching and learning that are consistent with best practices and support ongoing development across all programs of instruction.	Components of the requirement may include: <ul style="list-style-type: none"> • demonstration of faculty exploring and implementing learning-centered approaches; • processes the college uses to monitor the results of these explorations; • processes the college uses to encourage and support the sharing of the impact and/or results; • activities, documents and people to support faculty in the exploration of new teaching and learning methods. 	<ul style="list-style-type: none"> • <i>Mechanism for engaging faculty in the exploration of new methods for teaching, learning and assessment.</i> • <i>Mechanism for sharing results.</i> • <i>Mechanism for evaluating the teaching experience.</i> • <i>Inventory of teaching, learning and assessment methods.</i> • <i>Collaborative tools for faculty to use.</i> 	<ul style="list-style-type: none"> • Methods used to encourage learning and exploration (i.e., Indigenous ways of knowing and learning). • Policy to support faculty experimentation and dissemination of results. • Documentation of faculty experimentation with new methods of teaching and learning. • Agendas and registrations for college-wide faculty events for sharing best teaching and learning practices. • Communication channels and policy for teaching and learning best practices. • Methods used for sharing the results obtained from exploration of new teaching and learning approaches.
4.3 Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.	Components of the requirement may include: <ul style="list-style-type: none"> • activities, documents and people to ensure that expectations for evaluation are clearly specified (posted, stated and reviewed) for each assessment component of the course and the program; • activities, documents and structures to ensure that evaluation methods used are explained to students and appropriately aligned with course outcomes; • documents and structures to ensure that the feedback on student work is timely and comprehensive; • processes used to help faculty: <ul style="list-style-type: none"> • review the leveling of assessments, progress and scaffolding across the entire program; • develop assessments and learning activities that help students reliably demonstrate their learning; • provide prompt and constructive formative feedback. 	<ul style="list-style-type: none"> • <i>Mechanisms to ensure course assessments are authentic, provide timely formative feedback, and are comprehensive.</i> 	<ul style="list-style-type: none"> • Policy/process/practices for course grading and assessment. • Process and list of individuals responsible for training faculty in the use of authentic assessment and rubrics. • Examples of authentic assessments and rubrics or other evaluation tools used in programs across the college. • Documentation of faculty training on the use of authentic assessment, rubrics and other evaluation tools. 	

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	<p>4.4 Provides holistic, integrated activities for imminent program graduates to demonstrate their capabilities with regard to the PVLOs.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> assessment methods to reliably determine that the imminent program graduates have acquired the knowledge, skills and attitudes required for entry to practice in the field of study; activities, documents and people to support faculty in the implementation and assessment of experiential learning opportunities. 	<ul style="list-style-type: none"> <i>Processes to review the experiential learning opportunities offered by programs.</i> <i>Mechanisms to determine imminent graduates' achievement of the program vocational learning outcomes.</i> 	<ul style="list-style-type: none"> Examples and assessments of capstone courses and projects. Evaluations completed by employers from clinical placements/internships/co-ops. Evaluations completed for experiential Learning opportunities. Statistical data and score results for Provincial and National licensing exams. Feedback from PAC on recent graduates. Percentage of programs offering experiential learning opportunities. Opportunities, placements/internships/co-ops.

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<p>5. EXISTENCE, MONITORING AND COMMUNICATION OF POLICIES AND PRACTICES THAT INFLUENCE AND IMPACT ACADEMIC QUALITY</p> <p>Effective quality assurance mechanisms ensure the communication and monitoring of established academic policies and practices related to academic issues.</p> <p>A comprehensive self-evaluation of each requirement should include:</p> <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	<p>A college-wide monitoring and communication system of existing academic policies and practices:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Documents used as evidence for this requirement.</p>
	<p>5.1 Ensures that all applicable college, department, and program academic policies and procedures are published and communicated to all relevant stakeholders and applied consistently.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • academic policies and practices that govern programs of instruction and are accessible, communicated and applied consistently across all programs; • organizational structure, methods of management, and means of communication and are well-articulated and promote the proper functioning of the programs of study. 	<ul style="list-style-type: none"> • <i>Mechanisms communicating and ensuring compliance of program policies and/or guidelines.</i> • <i>Procedures/protocols for communicating policies to management, faculty, support learning services staff, and students.</i> • <i>Mechanisms that ensure students are duly informed of policies and practices regarding their program of instruction.</i> 	<ul style="list-style-type: none"> • Evidence that students are informed of college policies, procedures, practices and/or and guidelines. • Documents and established locations where students access published policies, e.g., website, program handbooks, course outlines, Learning Management System (LMS), student portal. • Evidence that students are informed of departmental and/or program specific policies (if they exist).
	<p>5.2 Ensures that established academic policies and procedures are reviewed and monitored regularly and consistently.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • academic policies and procedures that govern programs of instruction and are monitored and revised regularly using a consistent and established process; • organizational structure, methods of management, and means of reviewing the academic policies and procedures are well-articulated and widely known; • processes for engaging relevant stakeholders to contribute to policy review; • an annual policy review schedule. 	<ul style="list-style-type: none"> • <i>Mechanisms for monitoring and reviewing academic policies and/or procedures.</i> • <i>Procedures for monitoring and reviewing departmental rules, guidelines and policies (if they exist).</i> 	<ul style="list-style-type: none"> • Policies/processes/procedures/practices for the review of academic policies. • Policy review schedule/calendar. • List of stakeholders involved in policy review. • College council meeting schedule, agendas and minutes. • Evidence that a policy review process is being implemented. • Evidence that departmental and/or program specific policies are reviewed to ensure alignment with college policy.
	<p>5.3 Ensures that academic policies and procedures regarding admission are established and applied for all programs offered by the college.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • institutional academic policies and procedures that govern access to programs; • organizational structure, methods of management, and means of establishing admission processes and criteria are implemented consistently and in a transparent manner. 	<ul style="list-style-type: none"> • <i>Mechanisms for managing the admission processes and criteria.</i> 	<p>Policies/processes/procedures/practices that:</p> <ul style="list-style-type: none"> • Define/describe admission processes and criteria; • Identify organizational structures responsible for the implementation.
	<p>5.4 Ensures that academic policies and procedures regarding student progression are established and applied for all programs offered by the college.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • institutional academic policies and procedures that govern program progression; • organizational structure, methods of management, tools and means to collect, monitor and act upon information regarding student progression. 	<ul style="list-style-type: none"> • <i>Mechanisms for monitoring and managing student progression.</i> 	<p>Policies/processes/procedures/practices to monitor:</p> <ul style="list-style-type: none"> • comparative course grades; • retention rates and graduation rates; • maximum periods for program completion; • the impact of pre- and co-requisites; • mandatory and optional/elective components, practical/integrated/work-based components, alternative entry and exit points.

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	5.5 Ensures that academic policies and procedures regarding prior learning and transfer credit (recognition) are established and applied for all programs offered by the college.	Components of the requirement may include: <ul style="list-style-type: none"> institutional academic policies and procedures that govern credit transfer, prior learning, program advancement; organizational structure, methods of management, and means of establishing academic policies and procedures relating to recognition of prior learning, whether formal or informal. 	<ul style="list-style-type: none"> <i>Mechanisms for recognizing formal and informal learning.</i> <i>Mechanisms for transfer credit.</i> <i>Mechanisms for recognition of prior learning.</i> 	Policies/processes/procedures/practices that explain: <ul style="list-style-type: none"> provisions for awarding credit towards a credential; exemptions from specific course requirements as a result of credit transfer; recognition for prior learning and prior learning assessment protocols/guidelines.
	5.6 Ensures that academic policies and procedures regarding accommodation and assessment are established and applied for all programs offered by the college.	Components of the requirement may include: <ul style="list-style-type: none"> institutional academic policies and procedures for special accommodations for learning and/or assessment, re-assessment of learning, or grade appeals; organizational structure, methods of management, and means of establishing academic policies and procedures relating to accommodation and assessment. 	<ul style="list-style-type: none"> <i>Mechanisms for assigning grades.</i> <i>Mechanisms to manage academic appeals, re-assessment, accommodations and special assessments.</i> 	Policies/processes/procedures/practices that explain: <ul style="list-style-type: none"> grading standards; learning accommodations; assessment accommodations, including provisions for re-assessment and grade appeals.
	5.7 Ensures that academic policies and procedures regarding awarding of credentials (certification) are established and applied for all programs offered by the college.	Components of the requirement may include: <ul style="list-style-type: none"> institutional academic policies and procedures that govern: <ul style="list-style-type: none"> the title of any qualification awarded for a program or series of courses; eligibility for awarding/conferring a credential; special awards; organizational structure, methods of management, and means of establishing academic policies and procedures relating to certification. 	<ul style="list-style-type: none"> <i>Mechanisms for conferring credentials and awards.</i> 	Policies/processes/procedures/practices that communicate: <ul style="list-style-type: none"> requirements for awarding a credential (i.e. title of programs or series of courses); requirements for awarding the credential (i.e. credits, grade point average) and the administrative processes for evaluation of eligibility; rules and criteria governing awards of merit, distinction, etc.
	5.8 Ensures that appropriate academic policies and procedures exist regarding the establishment of informal and formal arrangements with external educational bodies (e.g., partner institutions) with regard to program admission, progression, laddering, awarding of additional credentials, certifications, and QA.	Components of the requirement may include: <ul style="list-style-type: none"> institutional academic policies and procedures that govern agreements with other institutions that may or may not have an effect on admission, progression, and certification practices; institutional academic policies and procedures that govern quality assurance practices of the academic entities the college is partnering with; organizational structure, methods of management, and means of establishing agreements with external educational entities. 	<ul style="list-style-type: none"> <i>Mechanisms for developing and implementing agreements.</i> <i>Mechanisms for regulating program quality for activities that are subcontracted to or carried out by other parties.</i> 	Policies/processes/procedures/practices that regulate formal and informal: <ul style="list-style-type: none"> agreements and partnership with external educational bodies; letters of agreement, MOUs with external institutions; processes to ratify value in partnership; processes designed to ensure that QA processes are followed by external partners.

STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EVIDENCE
6. AVAILABILITY AND ALLOCATION OF COLLEGE-WIDE RESOURCES Effective quality assurance mechanisms ensure the existence, availability and allocation of resources (human, physical, financial) and technological infrastructure to support student achievement of PVLOs. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	A college-wide planning system for allocation of resources:	The guiding information describes the different dimensions of each requirement.	Mechanisms are policies, procedures, and/or practices.	Documents used as evidence for this requirement.
	6.1 Ensures that faculty involved in the program: <ul style="list-style-type: none"> • possess the combination of experience and qualifications appropriate to, and required by, the program credential, the field of study, and the curriculum they are hired to teach; • undergo appropriate selection and hiring processes; • receive appropriate academic guidance and onboarding; • are provided with developmental feedback and are appropriately evaluated (performance appraisal). 	Components of the requirement may include: <ul style="list-style-type: none"> • institutional responsibility; • clear, fair and transparent mechanisms for faculty, relating to: <ul style="list-style-type: none"> • faculty recruitment, • hiring, • conditions of employment, • on-boarding, • orientation, • continuous improvement, • performance review; • clearly-defined procedures to maintain and develop faculty motivation and skills. 	<ul style="list-style-type: none"> • <i>Mechanisms for hiring.</i> • <i>Mechanism for providing orientation.</i> • <i>Mechanism for onboarding.</i> • <i>Mechanism for faculty development.</i> • <i>Mechanism for evaluation (performance review).</i> 	<ul style="list-style-type: none"> • Policies/processes/procedures/practices for faculty hiring, orientation, development and evaluation. • Evidence that policies have been implemented as stated. • Schedule/calendar of completed faculty performance appraisals. • Evaluation of faculty in keeping with the scope of the collective agreement.
	6.2 Ensures that faculty execute their professional responsibilities by establishing and communicating appropriate expectations, using mechanisms to indicate whether expectations are being met, and are engaging in ongoing professional development activities.	Components of the requirement may include: <ul style="list-style-type: none"> • clearly-defined and transparent mechanisms to communicate to faculty their responsibility to enhance their skills on an ongoing basis within the scope of the collective agreement; • clearly-defined and transparent mechanisms to communicate to faculty their responsibility to contribute to students' learning experiences by: <ul style="list-style-type: none"> • teaching according to structured instructional plans; • maintaining a good attitude and fostering a positive work environment; • being accessible and available for student inquiries; • meeting the needs of students to facilitate their achievement of the PVLOs; • providing prompt, timely and constructive feedback to students; • promoting a positive attitude to learning for students; • engaging in reflective practice. 	<ul style="list-style-type: none"> • <i>Mechanisms that communicate expectations to faculty.</i> • <i>Mechanisms to determine that faculty are meeting responsibilities.</i> • <i>Mechanisms to determine that faculty continue to develop their skills and knowledge in their field of practice and as teachers.</i> 	<ul style="list-style-type: none"> • Policy/process/practice/documentation that communicates expectations to faculty. • Student Surveys that cover expectations of faculty. • Evidence that these expectations are considered during performance appraisals.

STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EVIDENCE
	<p>6.3 Ensures that there are established regular mechanisms for all academic support and advising services to determine the quality and adequacy of those services and to implement changes where required.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • screening measures designed to identify strengths and weaknesses of academic service areas; • clearly-defined and structured processes for the review of academic support and advising services (e.g. tutoring, financial aid, academic advising, counseling, librarians, accommodations, Indigenous) to ensure that they: <ul style="list-style-type: none"> • are effective (workable); • are monitored; • are consistently applied; • exist to facilitate regular assessment of the strengths and areas of improvement for the service areas; • follow an execution plan. 	<ul style="list-style-type: none"> • <i>Mechanisms for reviewing and regulating academic support and advising services.</i> • <i>Mechanisms that ensure the academic support and support services are working effectively and are applied consistently.</i> 	<ul style="list-style-type: none"> • Documented service reviews from stakeholders. • Templates and mechanisms that guide academic support and advising services reviews. • Examples of service reviews where mechanisms are consistently used. • Schedule of service reviews. • Implementation of service reviews.
	<p>6.4 Ensures that support learning services staff providing student support services:</p> <ul style="list-style-type: none"> • possess the combination of experience and qualifications appropriate to their roles; • undergo appropriate selection and hiring processes; • receive appropriate orientation, guidance and onboarding; • are provided with continuous support in their professional development; • are provided with developmental feedback and are appropriately evaluated (performance appraisal). 	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • institutional responsibility for student support services; • clear, fair and transparent mechanisms for: <ul style="list-style-type: none"> • staff recruitment; • hiring; • explanation of conditions of employment; • onboarding; • orientation; • continuous improvement; • performance appraisal. • clearly-defined procedures to maintain and develop motivation and skills of support staff. 	<ul style="list-style-type: none"> • <i>Mechanisms for hiring.</i> • <i>Mechanism for orienting.</i> • <i>Mechanism for onboarding.</i> • <i>Mechanism for professional development.</i> • <i>Mechanism for evaluation (performance appraisal).</i> 	<ul style="list-style-type: none"> • Policies/processes/procedures/practices for the hiring, orientating, developing and evaluating of academic support and advising services (e.g. tutoring, financial aid, academic advising, counseling, librarians, accommodations, Indigenous). • Evidence that they have been implemented as stated. • Evaluation within the scope of the collective agreement.
	<p>6.5 Ensures that support learning services staff execute their professional responsibilities by participating in continuing professional development or education.</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clearly-defined and transparent mechanisms to communicate to support staff their responsibility to continue to enhance their skills within the scope of the collective agreement; • clearly-defined and transparent mechanisms to communicate to support staff their responsibilities: <ul style="list-style-type: none"> • provide feedback; • have good attitude while cultivating a student success environment; • work within structured area plans; • be accessible and available for student inquiry; • meet the needs of the students; • engage in professional development activities; • engage in reflective practice. 	<ul style="list-style-type: none"> • <i>Mechanisms that communicate expectations to support staff.</i> • <i>Mechanisms to assess that support staff are meeting responsibilities.</i> • <i>Mechanism to assess that support staff continue to develop their skills and knowledge in their field of practice.</i> 	<ul style="list-style-type: none"> • Policy/process/practice/documentation that communicates expectations to support staff. • Evidence that these expectations are considered during performance appraisals.

STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EVIDENCE
	<p>6.6 Ensures that there are effective processes for identifying, reviewing and addressing needs related to:</p> <ul style="list-style-type: none"> • adequacy of faculty and support learning services staff; • adequacy and quality of learning resources; • adequacy of informational technology resources that relate to program delivery and student use; • adequacy and quality of equipment and facilities needed for instruction. 	<p>Components of the requirement may include processes to:</p> <ul style="list-style-type: none"> • identify and assess needs; • review existing resources, as well as the creation of action plans to address identified gaps; • verify that the allocation of resources is aligned with the institutional plan's objectives; • verify that teaching facilities, equipment and other material resources are adequate in terms of quantity, quality and accessibility; • verify that financial resources are sufficient to ensure the proper operation of the programs. 	<ul style="list-style-type: none"> • <i>Mechanisms to aggregate college 'budget' requirements.</i> • <i>Mechanisms for identifying and addressing gaps.</i> • <i>Mechanisms for making decisions and allocating resources.</i> • <i>Procedures for developing, implementing and reviewing:</i> <ul style="list-style-type: none"> • annual institutional priorities; • risks; • institutional, management, departmental and program work plans; • management dashboards. • <i>Follow-up mechanisms that track indicators and progress measured against expected results.</i> • <i>Procurement and maintenance plans for new or upgraded specialized equipment.</i> • <i>Plans for future development (e.g. IT, physical infrastructure).</i> 	<ul style="list-style-type: none"> • Collaborative and evidence-based processes and practices that communicate and consider the needs of programs/services/resources during budget allocations. • College-wide planning processes. • College-wide budgeting process. • Management dashboards. • Departmental and program work plan templates.