

CQAAP Standards

STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
<p>1. PROGRAM QUALITY MANAGEMENT SYSTEM</p> <p>Effective quality assurance mechanisms ensure the existence of a quality assurance system.</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 program quality management system:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>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.</p>	<p>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.</p> <p>Components of the requirement may include:</p> <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. 	<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> • Organizational Structure: <i>Role and/or committee(s) responsible for supporting the consistent implementation of the QA mechanisms, and those reviewing the effectiveness of the mechanisms.</i> • <i>Can include one or more of the following tools: policies, procedures, guidelines, and/or practice for the Board to oversee the QA of programs, Institutional Strategic Plan, Institutional Academic Plan, Institutional Business Plan.</i> 	<ul style="list-style-type: none"> • BOG agendas and minutes. • QA Reports for the BOG • Terms of reference for committees that have a role in the program quality lifecycle processes.
	<p>1.2 Ensures that there are established mechanisms that are applied consistently to maintain currency and relevancy of programs throughout their lifecycle (development, review, revision, suspension, cancellation, and reactivation).</p>	<p>Components of the requirement may include:</p> <ul style="list-style-type: none"> • clearly-defined and structured processes for the development, review, maintenance, suspension, cancellation, and reactivation of suspended 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 managing program lifecycle and regulating program quality.</i> • <i>Mechanisms that ensure the program quality assurance processes are working effectively and applied consistently.</i> • Organizational Structure: <i>Role, department, and/or committee(s) responsible for supporting the consistent implementation of the mechanisms, and those reviewing the effectiveness of the mechanisms.</i> • <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates for program development, review, revision, suspension and cancellation, and reactivation.</i> 	<ul style="list-style-type: none"> • Examples where mechanisms are consistently used for program development, review, revision, suspension, cancellation, and reactivation. • High-level program development or review plans, e.g., review schedule. • 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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	<p>1.3 Has mechanisms for gathering, collating, and analyzing data and information from various sources and invested parties that are related to program quality.</p>	<p>Components of the requirement may include:</p> <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 invested parties. 	<ul style="list-style-type: none"> <i>Mechanisms, systems, infrastructure, and tools for collecting, collating and analyzing data and information such as, but not limited to:</i> <ul style="list-style-type: none"> <i>Invested parties 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> Organizational Structure: Role, department, and/or committee(s) responsible for developing the tools, and those reviewing their effectiveness. <i>Can include one or more of the following tools: Scorecards, dashboards, reports used for presenting the analyzed data.</i> 	<ul style="list-style-type: none"> Qualitative and quantitative data and information gathered, collated and analyzed and the origin of the information. 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.
	<p>1.4 Uses data and information collected from various sources and invested parties to assess program performance and inform recommendations.</p>	<p>Components of the requirement may include:</p> <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 invested parties, 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, maintenance, suspension and cancellation and reactivation.</i> Organizational Structure: Role, department, and/or committee(s) responsible for supporting the consistent use of data to assess program performance and inform recommendations, and those reviewing their effectiveness. <i>Can include one or more of the following tools: For each of the processes described in Requirement 1.2, highlight in the template the information used and the related decision(s) point. College can create a matrix to present this mechanism.</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). Demonstration of the alignment between data and recommendations with the respective action items that arise from the use of the gathered data and information referenced in R.1.3.
	<p>1.5 Has mechanisms for ensuring that recommendations and action plans arising from program QA processes have been implemented.</p>	<p>Components of the requirement may include:</p> <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> Organizational Structure: Role, department, and/or committee(s) responsible closing the loop on action plans. <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates for tracking action items.</i> 	<ul style="list-style-type: none"> Examples that demonstrate the measures taken to implement and follow up on recommendations.

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	<p>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.</p>	<p>Components of the requirement may include:</p> <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 invested parties.</i> Organizational Structure: <i>Role, department, and/or committees responsible for supporting, reviewing and communicating program/course changes.</i> <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates to manage program/course changes and policies, procedures, guidelines, practices and/or templates to communicate those changes.</i> 	<ul style="list-style-type: none"> Examples that demonstrate the consistent use of the mechanisms. Samples of how program and/or course change updates are shared with all invested parties (i.e. students (announcements), Program Advisory Committees (PACs), e.g. PAC meeting agendas and minutes).
	<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> Organizational Structure: <i>Roles given access to the system(s), roles responsible for maintaining and managing the records.</i> <i>Can include one or more of the following tools: System(s) used to storage documents, and the type of documents stored.</i> 	<ul style="list-style-type: none"> Evidence of centralized repository/storage of 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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<p>2. VOCATIONAL LEARNING OUTCOMES AS THE CENTRE OF PROGRAM DEVELOPMENT (THROUGHOUT THE PROGRAM LIFECYCLE)</p> <p>Effective quality assurance mechanisms ensure vocational learning outcomes are at the centre of the program's lifecycle activities.</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 use of vocational learning outcomes at the centre of the program lifecycle:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>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.</p>	<p>Components of the requirement may include:</p> <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 invested parties.</i> • Organizational Structure: <i>Role, department, and/or committee(s) responsible for supporting the development and the review of PVLOs.</i> • <i>Can include one or more of the following tools: Program development, review, revision, suspension and cancellation, and reactivation guidelines, modules, courses, and templates where VLOs are developed and reviewed.</i> 	<ul style="list-style-type: none"> • Completed 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.
	<p>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.</p>	<p>Components of the requirement may include:</p> <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> • Organizational Structure: <i>Role, department, and/or committee(s) responsible for supporting the development and review of program/course progression.</i> • <i>Can include one or more of the following tools: Program maps, curriculum maps, program guides or guidelines, modules, courses, and templates to design or develop program sequence.</i> 	<ul style="list-style-type: none"> • Examples of completed program curriculum maps. • 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, including Prior Learning Assessment Recognition (PLAR) 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 to develop and review program/course activity and ensure that the learning activities and assessments (including PLAR) are aligned with course learning outcomes, PVLOs and EESs.</i> • <i>Mechanisms to design course frameworks.</i> • Organizational Structure: <i>Role, department, and/or committee(s) responsible for supporting the development and reviewing program and course instructional design.</i> • <i>Can include one or more of the following tools: Course outlines, syllabi, training plans.</i> 	<ul style="list-style-type: none"> • Examples of program course outlines, syllabi, learning plans, and/or lesson plans. • Examples and/or explanation of PLAR, specifically related to course learning outcomes.

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<p>3. CONFORMITY WITH GOVERNMENT REQUIREMENTS</p> <p>Effective quality assurance mechanisms ensure the conformity of programs of study with relevant government requirements.</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 conformity with government requirements:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>3.1 Ensures that program titles are consistent with established CVS Titling Protocols.</p>	<p>Components of the requirement may include:</p> <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 select and review program titles and ensure they are conforming to title requirements throughout the lifecycle.</i> • Organizational Structure: Role, department, and/or committee(s) responsible for supporting the development and reviewing program titles and conformity to governmental requirements. • <i>Can include one or more of the following tools: Guides, templates, CVS applications, new program development and program review forms.</i> 	<ul style="list-style-type: none"> • Results from the last audit of program title compliance
	<p>3.2 Ensures that programs of instruction meet or exceed the provincial credential validation framework (CVF).</p>	<p>Components of the requirement may include:</p> <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 develop and review programs and their alignment with the CVF (e.g., admission requirements, General Education.</i> • Organizational Structure: Role, department, and/or committee(s) responsible for supporting the development and reviewing programs conforming to CVF. • <i>Can include one or more of the following tools: Guides, templates, CVS application, new program development application and program review forms.</i> 	<ul style="list-style-type: none"> • Results from the last audit of General Education course compliance across programs • Examples of verification 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.</p>	<p>Components of the requirement may include:</p> <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> • Organizational Structure: Role, department, and/or committee(s) responsible for ensuring that program development, review, maintenance, and reactivation include PAC input. • <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates to manage the PAC activity.</i> 	<ul style="list-style-type: none"> • Minutes of PAC meetings. • Report to BOG on PAC activity. • Schedule of recent PAC meetings

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	<p>3.4 Ensures that changes to provincial program standards are communicated to all relevant invested parties 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 invested parties.</i> • <i>Processes and resources in place to respond to the Ministry.</i> • Organizational Structure: <i>Role, department, and/or committees responsible for supporting, reviewing and communicating program standard changes.</i> • <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates to manage program standard changes and policies, procedures, guidelines, practices and/or templates to communicate those changes.</i> 	<ul style="list-style-type: none"> • Evidence of recent program standard updates, e.g. communications and changes made. • Examples that demonstrate the measures taken to implement and complete the revisions of program standards within the given timelines

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<p>4. PROGRAM DELIVERY AND STUDENT ASSESSMENT</p> <p>Effective quality assurance mechanisms ensure the quality of program delivery and student assessment.</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 program delivery and assessment of students:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>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.</p>	<p>Components of the requirement may include:</p> <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. 	<ul style="list-style-type: none"> • <i>Mechanisms that ensure that students can reliably and consistently demonstrate capacity to meet learning outcomes regardless of program delivery modes or strategies.</i> • Organizational Structure: Role, department, and/or committee(s) responsible for supporting the development and the review of instructional activities and assessments across all locations and delivery methods. • <i>Can include one or more of the following tools: Policies, procedures, practices, guides, guidelines, modules, courses, and templates to design and/or develop instructional activities and assessments (course outlines, learning plans).</i> 	<ul style="list-style-type: none"> • Examples of reviewed and signed (i.e. approved) course outlines. • Samples of course outlines used in different delivery modes or sites.
	<p>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.</p>	<p>Components of the requirement may include:</p> <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> • Organizational Structure: Role, department, and/or committee(s) responsible for supporting the design, development, and delivery of forums for faculty to experiment with innovative teaching strategies, share their learning and evaluate the experience. • <i>Can include one or more of the following tools: Learning opportunities (courses, modules, research), forums (conferences, teaching days, journals).</i> 	<ul style="list-style-type: none"> • Examples of documentation of faculty experimentation with new methods of teaching and learning. • Samples of agendas and registrations for college-wide faculty events for sharing best teaching and learning practices. • Examples of communications for teaching and learning best practices. • Examples of methods used for sharing the results obtained from exploration of new teaching and learning approaches.

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	<p>4.3 Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.</p>	<p>Components of the requirement may include:</p> <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 that assessment methods and grading schemes (e.g., rubrics) are aligned to learning outcomes.</i> <i>Mechanisms to ensure that faculty have the resources and supports to develop assessments and grading schemes (e.g., rubrics).</i> <i>Mechanisms to ensure that students are provided with comprehensive, timely, and constructive feedback on assessments.</i> Organizational Structure: <i>Role, department, and/or committee(s) responsible for supporting the development and the review of evaluation strategies.</i> <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates for the evaluation of student achievement.</i> 	<ul style="list-style-type: none"> Examples of assessments and grading schemes (e.g., rubrics) used in programs across the college which demonstrate alignment with the learning outcomes. Examples of feedback given to students with proof of timelines
	<p>4.4 Provides imminent program graduates with holistic activities that assess their skills and knowledge to demonstrate the achievement of 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 behaviours 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>Mechanisms to ensure imminent program graduates have opportunities to practice, and be assessed on, culminating* performance of the PVLOs.</i> Organizational Structure: <i>Role, department, and/or committee(s) responsible for supporting the development and the review of integrated activities to evaluate the culminating performance of PVLOs.</i> <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates for the evaluation of imminent program graduates' capabilities.</i> <p><i>*Terminal, proficient, mastery of</i></p>	<ul style="list-style-type: none"> Examples of capstone projects, and activities/assessments and grading schemes (e.g., rubrics) used in programs across the college which demonstrate alignment with the program vocational learning outcomes. Evaluations completed by employers from clinical placements/internships/co-ops evaluating both vocational and general employability skills. Samples of statistical data and score results for Provincial and National licensing exams. Examples of feedback from industry/employers on recent graduates.

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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>5.1 Ensures that all applicable college, department, and program academic policies and procedures are published and communicated to all relevant invested parties and applied consistently.</p> <p>5.2 Ensures that established academic policies and procedures are reviewed and monitored regularly and consistently.</p> <p>5.3 Ensures that academic policies and procedures regarding admission are established and applied for all programs offered by the college.</p>	<p>The guiding information describes the different dimensions of each requirement.</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. <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 invested parties to contribute to policy review; • an annual policy review schedule. <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. 	<p>Mechanisms are policies, procedures, and/or practices.</p> <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 employees, and students.</i> • <i>Mechanisms that ensure students are duly informed of policies and practices regarding their program of instruction.</i> • Organizational Structure: <i>Role, department, and/or committees responsible for communicating and informing all relevant invested parties of program academic policies and procedures.</i> • <i>Can include one or more of the following tools: Systems, processes and/or practices used to communicate academic policies and procedures.</i> <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> • Organizational Structure: <i>Role, department, and/or committees responsible for monitoring and reviewing program academic policies and procedures.</i> • <i>Can include one or more of the following tools: Systems, processes and/or practices used to monitor, review, and maintain policies updated.</i> <ul style="list-style-type: none"> • <i>Mechanisms for managing the admission processes and criteria.</i> • Organizational Structure: <i>Role, department, and/or committees responsible for monitoring and reviewing the application of admission policies and procedures.</i> • <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates regarding admission.</i> 	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p> <ul style="list-style-type: none"> • Examples of evidence that students are informed of college policies, procedures, practices and/or and guidelines. • Examples of documents and established locations where students access published policies, e.g., website, program handbooks, course outlines, Learning Management System (LMS), student portal. • Samples of evidence that students are informed of departmental and/or program specific policies (if they exist). <ul style="list-style-type: none"> • Policy review schedule/calendar. • Policy review committee(s) meeting schedules, 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. <ul style="list-style-type: none"> • Evidence that the admissions policy is being monitored to meet college needs

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REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
<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> Organizational Structure: Role, department, and/or committees responsible for monitoring and reviewing the application of progression policies and procedures. <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates regarding progression.</i> 	<ul style="list-style-type: none"> Evidence that the progression mechanisms are being monitored to ensure: <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. <p>meet college needs</p>
<p>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.</p>	<p>Components of the requirement may include:</p> <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> Organizational Structure: Role, department, and/or committees responsible for monitoring and reviewing the application of recognition policies and procedures. <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates regarding recognition.</i> 	<ul style="list-style-type: none"> Evidence that the recognition mechanisms are being monitored to ensure: <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. <p>meet college needs</p>
<p>5.6 Ensures that academic policies and procedures regarding accommodation and assessment 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 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> Organizational Structure: Role, department, and/or committees responsible for monitoring and reviewing the application of accommodation and assessment policies and procedures. <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates regarding accommodation and assessment.</i> 	<ul style="list-style-type: none"> Evidence that the accommodation and assessment mechanisms are being monitored to ensure: <ul style="list-style-type: none"> grading standards; learning accommodations; assessment accommodations, including provisions for re-assessment and grade appeals. <p>meet college needs.</p>
<p>5.7 Ensures that academic policies and procedures regarding awarding of credentials (certification) 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: <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> Organizational Structure: Role, department, and/or committees responsible for monitoring and reviewing the application of certification policies and procedures. <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates regarding certification.</i> 	<ul style="list-style-type: none"> Evidence that the certification mechanisms are being monitored to ensure: <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. <p>meet college needs.</p>

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REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
<p>5.8 Ensures that appropriate academic policies and procedures exist regarding the establishment and review 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.</p>	<p>Components of the requirement may include:</p> <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> Organizational Structure: <i>Role, department, and/or committees responsible for developing, monitoring, and reviewing informal and formal agreements with external educational bodies.</i> <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates regarding activities related to informal and formal agreements with external educational bodies.</i> 	<ul style="list-style-type: none"> Evidence that the mechanisms for the establishment and review of informal and formal arrangements with external educational bodies are being monitored to ensure: <ul style="list-style-type: none"> value in partnership; QA processes are followed <p>to meet college needs</p>

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STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
<p>6. AVAILABILITY AND ALLOCATION OF COLLEGE-WIDE RESOURCES</p> <p>Effective quality assurance mechanisms ensure the existence, availability and allocation of resources (human, physical, financial) and technological infrastructure to support student achievement of PVLOs.</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 planning system for allocation of resources:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>6.1 Ensures that faculty:</p> <ul style="list-style-type: none"> • possess the combination of experience and qualifications appropriate for their roles; • undergo appropriate selection and hiring processes; • receive appropriate academic guidance and onboarding; • are provided with professional development opportunities, • engage in a review process and are provided with developmental feedback. 	<p>Components of the requirement may include:</p> <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; • orientation; • conditions of employment; • professional expectations/responsibilities; • on-boarding; • professional development; • continuous improvement; • reflective practice and/or continuous conversations; • clearly-defined procedures to maintain and develop faculty motivation and skills. 	<ul style="list-style-type: none"> • <i>Mechanisms for recruitment</i> • <i>Mechanisms for hiring.</i> • <i>Mechanism for providing orientation.</i> • <i>Mechanisms that communicate expectations to faculty.</i> • <i>Mechanisms for onboarding.</i> • <i>Mechanism for faculty development.</i> • <i>Mechanisms to determine that faculty continue to develop their skills and knowledge in their field of practice.</i> • <i>Mechanism for engaging in reflective practice.</i> • Organizational Structure: <i>Role(s), department(s), and/or committee(s) responsible for developing, monitoring, and reviewing policies, procedures, processes practices, guides and/templates to manage faculty recruitment, selection, hire, orientation, onboarding, development, and review.</i> • <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates regarding activities related to faculty recruitment, selection, hire, orientation, onboarding, development, and review.</i> 	<ul style="list-style-type: none"> • Evidence that mechanisms have been implemented as stated. • Examples of communications of expectations to faculty. • Examples of approaches used to inform faculty development. • Evidence that mechanism expectations are considered during reflective practice or continuous improvement. • Faculty reflective practice/review schedule/calendar.
	<p>6.2 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> • Organizational Structure: <i>Role(s), department(s), and/or committee(s) responsible for developing, monitoring, and reviewing policies, procedures, processes practices to ensure academic support services are adequate.</i> • <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates to ensure academic support services are adequate.</i> 	<ul style="list-style-type: none"> • Examples where mechanisms are consistently used for support service reviews. • Qualitative and quantitative data and information gathered, collated, and analyzed to inform service review and continuous improvement. • Examples that demonstrate the measures taken to implement and follow up on recommendations. • Schedule of service reviews.

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STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
	<p>6.3 Ensures that support learning services employees 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 professional development opportunities, engage in a review process and are provided with developmental feedback. 	<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: support employee recruitment; hiring; orientation; conditions of employment; professional expectations/responsibilities; on-boarding; professional development; continuous improvement; performance appraisal; clearly defined procedures to maintain and develop motivation and skills of support employees. 	<ul style="list-style-type: none"> <i>Mechanisms for recruitment.</i> <i>Mechanisms for hiring.</i> <i>Mechanism for providing orientation.</i> <i>Mechanisms that communicate expectations to support employees.</i> <i>Mechanism for onboarding.</i> <i>Mechanism for support employee development.</i> <i>Mechanisms to determine that support employees continue to develop their skills and knowledge in their field of practice.</i> <i>Mechanism for evaluation (performance appraisal).</i> Organizational Structure: <i>Role(s), department(s), and/or committee(s) responsible for developing, monitoring, and reviewing policies, procedures, processes practices, guides and/templates to manage support employee recruitment, selection, hire, orientation, onboarding, development, and review.</i> <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates regarding activities related to support employee recruitment, selection, hire, orientation, onboarding, development, and review.</i> 	<ul style="list-style-type: none"> Evidence that mechanisms have been implemented as stated. Examples of communications of expectations to support services. Examples of approaches used to inform professional development. Evidence that mechanism expectations are considered during reflective practice or continuous improvement. Support employee reflective practice/review schedule/calendar.
	<p>6.4 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 employees. 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"> <i>annual institutional priorities</i> <i>risks</i> <i>institutional, management, departmental and program work plans</i> <i>management dashboards.</i> <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> Organizational Structure: <i>Role(s), department(s), and/or committee(s) responsible for developing, monitoring, and reviewing policies, procedures, processes practices to ensure faculty and support learning services employees, learning resources, information technology, equipment and facilities are adequate.</i> <i>Can include one or more of the following tools: Policies, procedures, guidelines, practices and/or templates to ensure faculty and support learning services employees, learning resources, information technology, equipment and facilities are adequate.</i> 	<ul style="list-style-type: none"> Guiding principles used in the most recent budget exercise. Qualitative and quantitative data and information gathered, collated, and analyzed to inform budgetary requests. Examples of budgetary or annual priorities and requests. Terms of reference for institutional structures/committees that have a role in the different stages in identifying, reviewing, and addressing resource needs. Examples mechanisms being used to make budgetary decisions.