

### Summary of OCQAS Standards and Requirements Reviews (2006-2016)

#### 2006-2011 to 2011-2015

- Started with 5 Criteria: 23 Requirements.
- Result of Massy Report: Incorporated new Criterion and five new Requirements to address the effectiveness of college processes in setting program learning outcomes.
- Ended with 6 Criteria: 28 Requirements.

#### 2011-2015 to 2015- August

- Started with 6 Criteria: 28 Requirements.
- Result of Randall Report: Changed the name of Criteria to Standards to emphasize “fitness *for* purpose” (process), as opposed to “fitness *of* purpose” (performance/ behaviour of individuals)
- Ended with 6 Criteria: 39 Requirements.

#### 2014 – August to Pilot– 2015

- Started with 6 Standards: 39 Requirements.
- New OCQAS staff reviewed the Standards with feedback from Colleges: Combined requirements to address redundancies and intermingling key concepts, and bring focus to the latter.
- Ended with 6 Standards: 35 Requirements.

#### Pilot – 2015 to 2016-2019

- Started with 6 Standards: 35 Requirements.
- Feedback resulting from on-going consultations with various stakeholders such as auditors and participating college institutions. Also, comparative work in the field of quality, carried out by OCQAS staff found that key concepts of the standards and requirements were overlapping and lacking focus, the vocabulary lacked clarity and consistency, and the ordering did not flow coherently.  
Therefore:
  - Re-arranged the standards and requirements to allow for a more coherent flow.
  - Strengthened the vocabulary for clarity.
  - Combined requirements to address redundancies and intermingling key concepts, and bring focus to the latter.
- Ended with 6 Standards: 32 Requirements.

#### 2016-2019 to 2019-2023

- Started with 6 Standards: 32 Requirements.
- Feedback resulting from on-going consultations with various stakeholders such as auditors and participating college institutions found that key concepts of the standards and requirements were overlapping and lacking focus, and the ordering did not flow coherently. Therefore:
  - Re-arranged the standards and requirements to allow for a more coherent flow.
  - Strengthened the language to better define expectations.
  - Combined requirements to address redundancies and intermingling key concepts, and bring focus to the latter.
- Ended with 6 Standards: 32 Requirements.



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### 2019-2023 to 2023-

- Started with 6 Standards: 32 Requirements.
- Feedback resulting from on-going consultations with various invested parties such as auditors and participating college institutions found that key concepts of the standards and requirements were lacking focus. Therefore:
  - Strengthened the language to better define expectations.
  - Combined requirements to address redundancies and intermingling key concepts and bring focus to the latter.
  - Replace the word 'stakeholders' with 'invested parties'.
- Ended with 6 Standards: 30 Requirements.

Refer to ***Appendix 1: Mapping of the Revised Standards and Requirements (2006-2023)*** and ***Appendix 2: Requirements Vocabulary Review- Comparison.***



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APPENDIX 1: Mapping of the Revised Standards and Requirements (2006-2023)

2023- Standards		2019-2023 Standards		2016-2019 Standards		2015- pilot Standards		2014- August Standards		2011-2014 Criteria		2006-2011 Criteria	
Standards	Requirements	Standards	Requirements	Standards	Requirements	Standards	Requirements	Standards	Requirements	Criteria	Requirements (2011-2015)	Criteria	Requirements
1- Program Quality Management System		1- Program Quality Management System		1- Program Quality Management System		1- Program Quality Management System		1- Program Quality Management System		6- Program Quality Management System		5- Program Quality Management System	
	1.1		1.1		1.1		1.1		1.1		6.1		5.1
	1.2		1.2		1.2		4.1		4.1		6.1		5.1
	1.3		1.3		1.3		1.6		1.6		6.1 + 6.3		5.1 + 5.3
	1.4		1.4		1.4		1.3		1.3		6.1		5.1
	1.5		1.5		1.5		1.4		1.4		6.1		5.1
	1.6		1.6		5.5		2.6		2.6		2.5		2.8
	1.7		1.7		1.6		1.5		1.5		6.2		5.2
2- Vocational Learning Outcomes as the Centre of Program Development (throughout the program lifecycle)		2- Vocational Learning Outcomes as the Centre of Program Development (throughout the program lifecycle)		2- Program Development		3- Program Development		3- Program Development		1- Program Design		NA	
	2.1		2.1		2.1		3.1		3.1		2.2		1.2
	2.2		2.2		2.2+3.4		3.4+5.1		3.5+5.1		1.4+5.5		1.4+4.4
	2.3		2.3		2.3		3.3		3.4		1.3		1.3
3- Conformity with Government Requirements		3- Conformity with Government Requirements		3- Conformity with Government Requirements		5- Conformity with Government Requirements		5- Conformity with Government Requirements		3- Conformity with Government Requirements		2- Conformity with Government Requirements	
	3.1		3.1		3.1		5.4		5.4		3.4		2.7
	3.2		3.2		3.2		5.2+3.2		5.2+3.2+3.3+3.6		1.5+1.6		2.5+2.6
	3.3		3.3		3.3		5.2+3.2		5.2+3.2+3.3+3.6		1.5		2.5
					3.4 (removed)		5.1		5.1		5.5		4.4
	3.4		3.4		3.5		2.6		2.6		2.5		2.8
4- Program Delivery and Student Assessment		4- Program Delivery and Student Assessment		4- Program Delivery and Student Assessment		4- Program Delivery and Student Assessment		4- Program Delivery and Student Assessment		4- Program Delivery and Student Assessment		3- Program Delivery and Student Assessment	
	4.1		4.1		4.1		4.1		4.1+4.2		4.1		3.1
	4.2		4.2		4.2		4.2		4.3		4.3		3.3
	4.3		4.3		4.3		4.3		4.4+4.5		4.2		3.2
	4.4		4.4		4.4		3.6		3.8		1.8		3.4
5- Existence, Monitoring and Communication of Academic Policies and Practices that		5- Existence, Monitoring and Communication of Academic Policies and Practices that		5- Existence, Monitoring and Communication of		2- Existence, Monitoring and Communication of Academic Policies and Practices		2- Existence, Monitoring and Communication of Academic Policies and Practices		2- Existence, Monitoring and Communication of Academic Policies and Practices		1- Existence, Monitoring and Communication of Academic Policies and Practices	



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Influence and Impact Academic Quality		Influence and Impact Academic Quality		Academic Policies and Practices									
	5.1		5.1		5.6		2.1-2.6		2.1-2.6		2.1		1.1
	5.2		5.2		5.7		2.7		2.7		-		-
	5.3		5.3		5.2		2.2		2.2		2.1+2.3		1.1 + 2.3
	5.4		5.4		5.1		2.1		2.1		2.1+2.4+3.3		1.1 + 2.4
	5.5		5.5		5.2		2.2		2.2		2.1+2.3		1.1 + 2.3
	5.6		5.6		5.3		2.3+2.5		2.3+2.5		2.1		1.1
	5.7		5.7		5.3		2.3+2.5		2.3+2.5		2.1		1.1
	5.8		5.8		5.4		2.4		2.4		-		-
		6- Availability and Allocation of College-Wide Resources		6- Availability and Allocation of College-Wide Resources		6- Availability and Allocation of College-Wide Resources		6- Availability and Allocation of College-Wide Resources		5- Availability and Allocation of College-Wide Resources		4- Availability and Allocation of College-Wide Resources	
	6.1		6.1 (+6.2)		6.1		6.1		6.1		5.1		4.1
			6.2		6.2		6.2		6.2		5.2		-
	6.2		6.3		6.4		6.4		6.4		5.4		4.3
	6.3		6.4 (+6.5)		6.5		6.5		6.5		-		-
			6.5		6.5		6.5		6.5		-		-
	6.4		6.6		6.3+6.6+6.7		6.3+6.6+6.7+6.8		6.3+6.6+6.7+6.8		5.5+5.3		4.4+4.2
							6.9 (removed)		6.9 (removed)		-		-

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### APPENDIX 2: Requirements Vocabulary Review- Comparison \*

\* Note that the intent (key concept) of each of the requirements, which is identified in **red**, has not changed through the various revisions.

2023-	2019-2023	2016-2019	2015- pilot	2014- August	2011-2014	2006-2011
<b>Requirement 1.1</b>	<b>Requirement 1.1</b>	<b>Requirement 1.1</b>	<b>Requirement 1.1</b>	<b>Requirement 1.1</b>	<b>Requirement 6.1</b>	<b>Requirement 5.1</b>
Has established mechanisms that operationalize the Board of Governors' (BOG) responsibility to ensure <b>quality assurance is embedded in the strategic direction of the organization.</b>	Has established mechanisms that operationalize the Board of Governors' (BOG) responsibility to ensure <b>quality assurance is embedded in the strategic direction of the organization.</b>	Facilitates the evolution of <b>programs to maintain their relevance and fitness with the College Mission.</b>	A college-wide <b>program quality management system</b> that: identifies and rectifies weaknesses; and, that facilitates the evolution of programs to maintain their relevance and fitness with the College Mission is developed and is implemented. This includes formal, structured processes to: review programs, courses, and academic standards; monitor improvement following reviews; and, determine continuation or suspension of courses or programs.	A college-wide <b>program quality management system</b> that: identifies and rectifies weaknesses; and, that facilitates the evolution of programs to maintain their relevance and fitness with the College Mission is developed and is implemented. This includes formal, structured processes to: review programs, courses, and academic standards; monitor improvement following reviews; and, determine continuation or suspension of courses or programs.	<b>The college has implemented a program quality management system</b> that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes: <b>6.1.1</b> a process <b>6.1.1.1</b> to review programs, courses, and academic standards, <b>6.1.1.2</b> to monitor improvement following review, and <b>6.1.1.3</b> to determine continuation or suspension of courses or programs; <b>6.1.2</b> provision for the systematic measurement of indicators that program outcomes have been met; <b>6.1.3</b> assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account; <b>6.1.4</b> changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and, <b>6.1.5</b> processes to ensure that recommendations arising	<b>The college has implemented a program quality management system</b> that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes: <ul style="list-style-type: none"> <li>• a process <ul style="list-style-type: none"> <li>○ to review programs, courses, and academic standards</li> <li>○ to monitor improvement following review, and</li> <li>○ to determine continuation or suspension of courses or programs;</li> </ul> </li> <li>• provision for the systematic measurement of indicators that program outcomes have been met;</li> <li>• assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account;</li> <li>• changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and, processes to ensure that recommendations arising from previous reviews have</li> </ul>



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2023-	2019-2023	2016-2019	2015- pilot	2014- August	2011-2014	2006-2011
					from previous reviews have been considered and addressed.	been considered and addressed.
<b>Requirement 1.2</b>	<b>Requirement 1.2</b>	<b>Requirement 1.2</b>	<b>Requirement 4.1</b>	<b>Requirement 4.2</b>	<b>Requirement 6.1</b>	<b>Requirement 5.1</b>
Ensures that there are <b>established mechanisms that are applied consistently</b> to maintain currency and relevancy of programs throughout their lifecycle (development, review, revision, suspension, cancellation and reactivation).	Ensures that there are <b>established mechanisms for:</b> <ul style="list-style-type: none"> <li>• new program development;</li> <li>• program review;</li> <li>• program revision;</li> <li>• program suspension and cancellation</li> </ul> <b>that support program quality and are applied consistently across all programs.</b>	Ensures that <b>established policies and procedures</b> for all programs of instruction offered by the college, regarding their <b>development, review and maintenance, are monitored (approved and revised) regularly, and applied consistently across all programs of instruction.</b>	<b>Policies and practices are applied to all new and existing programs offered</b> by the college regardless of the program delivery strategies (hybrid, on-line, full-time or part-time, or are delivered with a third-party or other postsecondary institutions), including those programs which take place offsite.	Quality assurance <b>policies and practices apply to all new and existing programs</b> offered by the college whether in full-time or part-time mode, or conjointly with other postsecondary institutions.	The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes: <ul style="list-style-type: none"> <li>• <b>6.1.1 a process</b> <ul style="list-style-type: none"> <li>○ <b>6.1.1.1 to review programs, courses, and academic standards,</b></li> <li>○ <b>6.1.1.2 to monitor improvement following review, and</b></li> <li>○ <b>6.1.1.3 to determine continuation or suspension of courses or programs;</b></li> </ul> </li> <li>• <b>6.1.2 provision for the systematic measurement of indicators that program outcomes have been met;</b></li> <li>• <b>6.1.3 assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account;</b></li> <li>• <b>6.1.4 changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and,</b></li> <li>• <b>6.1.5 processes to ensure that recommendations arising from previous reviews have</b></li> </ul>	The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes: <ul style="list-style-type: none"> <li>• <b>a process</b> <ul style="list-style-type: none"> <li>○ <b>to review programs, courses, and academic standards</b></li> <li>○ <b>to monitor improvement following review, and</b></li> <li>○ <b>to determine continuation or suspension of courses or programs;</b></li> </ul> </li> <li>• <b>provision for the systematic measurement of indicators that program outcomes have been met;</b></li> <li>• <b>assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account;</b></li> <li>• <b>changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and,</b></li> <li>• <b>processes to ensure that recommendations arising from previous reviews have</b></li> </ul>



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2023-	2019-2023	2016-2019	2015- pilot	2014- August	2011-2014	2006-2011
					been considered and addressed.	been considered and addressed.
<b>Requirement 1.3</b>	<b>Requirement 1.3</b>	<b>Requirement 1.3</b>	<b>Requirement 1.6</b>	<b>Requirement 1.6</b>	<b>Requirement 6.1 + 6.3</b>	<b>Requirement 5.1 + 5.3</b>
Has mechanisms for gathering, collating and analyzing data and information from various sources and invested parties that are related to program quality.	Has mechanisms for gathering, collating and analyzing data and information from various sources and stakeholders that are related to program quality.	Gathers, collates and analyzes data and information from stakeholders (e.g. graduates, industry representatives, faculty, students, and professional bodies), program maintenance records (e.g. program review) and program indicators (e.g. graduation rates, retention rates).	Data gathered from graduates, employers, students, and other stakeholders are used for the on-going quality assurance of all programs.	Data gathered from graduates, employers, students, and other stakeholders are used for the on-going quality assurance of all programs.	The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes: <b>6.1.1</b> a process <b>6.1.1.1</b> to review programs, courses, and academic standards, <b>6.1.1.2</b> to monitor improvement following review, and <b>6.1.1.3</b> to determine continuation or suspension of courses or programs; <b>6.1.2</b> provision for the systematic measurement of indicators that program outcomes have been met; <b>6.1.3</b> assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account; <b>6.1.4</b> changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and, <b>6.1.5</b> processes to ensure that recommendations arising from previous reviews have	The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes: <ul style="list-style-type: none"> <li>• a process <ul style="list-style-type: none"> <li>○ to review programs, courses, and academic standards</li> <li>○ to monitor improvement following review, and</li> <li>○ to determine continuation or suspension of courses or programs;</li> </ul> </li> <li>• provision for the systematic measurement of indicators that program outcomes have been met;</li> <li>• assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account;</li> <li>• changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and, processes to ensure that recommendations arising from previous reviews have been considered and addressed.</li> </ul>



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2023-	2019-2023	2016-2019	2015- pilot	2014- August	2011-2014	2006-2011
					<p>been considered and addressed.</p> <p>Graduates, employers, students, and other stakeholders indicate satisfaction with the program.</p>	<p>Graduates, employers, students, and other stakeholders indicate satisfaction with the program.</p>
<b>Requirement 1.4</b>	<b>Requirement 1.4</b>	<b>Requirement 1.4</b>	<b>Requirement 1.3</b>	<b>Requirement 1.3</b>	<b>Requirement 6.1</b>	<b>Requirement 5.1</b>
<p>Uses data and information collected from various sources and invested parties to assess program performance and inform recommendations.</p>	<p>Uses data and information collected from various sources and stakeholders to assess program performance and inform recommendations.</p>	<p>Uses program indicators, program maintenance records and stakeholder data to measure program performance.</p>	<p>Policies and practices ensure the provision of a mechanism for the systematic measurement of indicators that program vocational learning outcomes have been met, and provide assurances that the views of learners, employers, professional and trade bodies, and academic communities are considered.</p>	<p>Policies and practices ensure the provision of a mechanism for the systematic measurement of indicators that program outcomes have been met, and provide assurances that the views of learners, employers, professional and trade bodies, and academic communities are considered.</p>	<p>The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes:</p> <ul style="list-style-type: none"> <li>6.1.1 a process               <ul style="list-style-type: none"> <li>6.1.1.1 to review programs, courses, and academic standards,</li> <li>6.1.1.2 to monitor improvement following review, and</li> <li>6.1.1.3 to determine continuation or suspension of courses or programs;</li> </ul> </li> <li>6.1.2 provision for the systematic measurement of indicators that program outcomes have been met;</li> <li>6.1.3 assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account;</li> <li>6.1.4 changes to programs and courses are managed to keep them current with provincial standards and</li> </ul>	<p>The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes:</p> <ul style="list-style-type: none"> <li>• a process               <ul style="list-style-type: none"> <li>○ to review programs, courses, and academic standards</li> <li>○ to monitor improvement following review, and</li> <li>○ to determine continuation or suspension of courses or programs;</li> </ul> </li> <li>• provision for the systematic measurement of indicators that program outcomes have been met;</li> <li>• assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account;</li> <li>• changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and,</li> </ul>





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2023-	2019-2023	2016-2019	2015- pilot	2014- August	2011-2014	2006-2011
					relevant professional body requirements; and, <b>6.1.5</b> processes to ensure that recommendations arising from previous reviews have been considered and addressed.	processes to ensure that recommendations arising from previous reviews have been considered and addressed.
<b>Requirement 1.5</b>	<b>Requirement 1.5</b>	<b>Requirement 1.5</b>	<b>Requirement 1.4</b>	<b>Requirement 1.4</b>	<b>Requirement 6.1</b>	<b>Requirement 5.1</b>
Has mechanisms for ensuring that recommendations and action plans arising from program QA processes have been implemented.	Has mechanisms for ensuring that recommendations and action plans arising from program QA processes have been implemented.	Manages changes to programs and courses to keep them current and relevant with provincial standards and relevant professional body requirements, and to ensure that recommendations arising from previous program reviews have been considered and addressed.	Policies and practices ensure that changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements, and that there are processes in place to ensure that recommendations arising from previous program reviews have been considered and addressed.	Policies and practices ensure that changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements, and that there are processes in place to ensure that recommendations arising from previous program reviews have been considered and addressed.	The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes: <b>6.1.1</b> a process <b>6.1.1.1</b> to review programs, courses, and academic standards, <b>6.1.1.2</b> to monitor improvement following review, and <b>6.1.1.3</b> to determine continuation or suspension of courses or programs; <b>6.1.2</b> provision for the systematic measurement of indicators that program outcomes have been met; <b>6.1.3</b> assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account; <b>6.1.4</b> changes to programs and courses are managed to keep them current with provincial standards and	The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes: • a process ○ to review programs, courses, and academic standards ○ to monitor improvement following review, and ○ to determine continuation or suspension of courses or programs; • provision for the systematic measurement of indicators that program outcomes have been met; • assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account; • changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and,



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2023-	2019-2023	2016-2019	2015- pilot	2014- August	2011-2014	2006-2011
					relevant professional body requirements; and, <b>6.1.5</b> processes to ensure that recommendations arising from previous reviews have been considered and addressed.	processes to ensure that recommendations arising from previous reviews have been considered and addressed.
<b>Requirement 1.6</b>	<b>Requirement 1.6</b>	<b>Requirement 5.5</b>	<b>Requirement 2.6</b>	<b>Requirement 2.6</b>	<b>Requirement 2.5</b>	<b>Requirement 2.8</b>
Has mechanisms for managing and communicating <b>changes to programs and/or courses</b> to keep them current and relevant with industry, provincial standards and professional body requirements.	Has mechanisms for managing and communicating <b>changes to programs and/or courses</b> to keep them current and relevant with industry, provincial standards and professional body requirements.	Ensures that academic policies and procedures regarding <b>changes to programs</b> (i.e. <b>courses</b> , vocational learning outcomes) are established for all programs of instruction offered by the college.	<b>Changes to courses and program</b> vocational learning outcomes are structured and communicated to all relevant stakeholders in a <b>timely</b> manner so as to <b>maintain the relevance</b> of the program.	<b>Changes to courses and program</b> outcomes are structured and communicated to all relevant stakeholders in a <b>timely</b> manner so as to <b>maintain the relevance</b> of the program.	<b>Changes to courses and program</b> outcomes are introduced on a <b>timely</b> basis and are designed to <b>maintain the relevance</b> of the program.	<b>Changes to courses and program</b> outcomes are introduced on a <b>timely</b> basis and are designed to <b>maintain the relevance</b> of the program.
<b>Requirement 1.7</b>	<b>Requirement 1.7</b>	<b>Requirement 1.6</b>	<b>Requirement 1.5</b>	<b>Requirement 1.5</b>	<b>Requirement 6.2</b>	<b>Requirement 5.2</b>
<b>Manages program maintenance records arising from program lifecycle QA processes.</b>	<b>Manages program maintenance records arising from program lifecycle QA processes.</b>	<b>Manages program maintenance records arising from program quality management processes.</b>	<b>Documentation and other evidence arising from program quality management processes are maintained and used in on-going program quality management.</b>	<b>Documentation and other evidence arising from program quality management processes are maintained and used in on-going program quality management.</b>	<b>Documentation and other evidence arising from program quality management processes is maintained and used in on-going quality management.</b>	<b>Documentation and other evidence arising from program quality management processes is maintained and used in on-going quality management.</b>
<b>Requirement 2.1</b>	<b>Requirement 2.1</b>	<b>Requirement 2.1</b>	<b>Requirement 3.1</b>	<b>Requirement 3.1</b>	<b>Requirement 2.2</b>	<b>Requirement 1.2</b>
Ensures the <b>existence, relevance and dissemination of Program Vocational Learning Outcomes (PVLOs) as the starting point for any program lifecycle activity</b> regardless of the location or method of delivery.	Ensures the <b>existence, relevance and dissemination of Program Vocational Learning Outcomes (PVLOs) as the starting point for any program lifecycle activity</b> regardless of the location or method of delivery.	Ensures the existence, articulation and use of <b>clear statements of program vocational learning outcomes as a starting point for any program of instruction</b> regardless of the location or method of delivery; and that they are consistent with the program's intended purpose.	<b>Clear statements of vocational learning outcomes exist for all programs of instruction offered by the college,</b> regardless of the location or method of delivery, and the program vocational learning outcomes are regularly and systematically communicated to students and faculty.	<b>Clear statements of learning outcomes exist for all programs of instruction offered by the college,</b> regardless of the location or method of delivery, and the learning outcomes are regularly and systematically communicated to students and faculty.	<b>Clear statements of program learning outcomes are developed and used as a starting point in new program development.</b>	<b>Clear statements of learning outcomes exist for all programs offered by the college.</b>
<b>Requirement 2.2</b>	<b>Requirement 2.2</b>	<b>Requirement 2.2+ 3.4</b>	<b>Requirement 3.4+5.1</b>	<b>Requirement 3.5+5.1</b>	<b>Requirement 1.4 + 5.5</b>	<b>Requirement 1.4 + 4.4</b>
Ensures that the program structure, course	Ensures that the program structure, course	Ensures that program <b>requirements</b> (courses, work	Student <b>requirements</b> stated for each program of	Student <b>requirements</b> stated for each program of	Student <b>requirements</b> and obligations stated for each	Student <b>requirements</b> and obligations stated for each

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<p>sequence, and course learning outcomes are derived from, and <b>flow coherently from, the Program Vocational Learning Outcomes (PVLOs)</b> and Essential Employability Skills (EES)) and are disseminated.</p>	<p>sequence, and course learning outcomes are derived from, and <b>flow coherently from, the Program Vocational Learning Outcomes (PVLOs)</b> and Essential Employability Skills (EES)) and are disseminated.</p>	<p>placements, admission requirements) stated for each program of instruction are derived from, and <b>flow coherently from, the program's vocational learning outcomes.</b></p> <p>Ensures that programs of instruction <b>provide reasonable opportunities for students to achieve the vocational and non-vocational program outcomes</b></p>	<p>instruction are derived from, and <b>flow coherently from, the program's stated vocational learning outcomes.</b></p> <p>The structure of all programs is consistent with their vocational learning outcomes and <b>provides reasonable opportunities for students to achieve the vocational and non-vocational program outcomes.</b></p>	<p>instruction are derived from, and <b>flow coherently from, the program's stated learning outcomes.</b></p> <p>The structure of all programs is consistent with their learning outcomes and <b>provides reasonable opportunities for students to achieve the vocational and non-vocational program outcomes.</b></p>	<p>program are derived from, and <b>flow coherently from, the program's stated learning outcomes.</b></p> <p>Leadership, organization, and management of programs, include:</p> <ul style="list-style-type: none"> <li><b>5.5.1</b> optimization of human resources, learning resources, and facilities;</li> <li><b>5.5.2</b> measurement of efficiency in the use of resources are considered in the design of teaching methods; and,</li> <li><b>5.5.3</b> <b>consistent opportunities for students to meet the program learning outcomes</b> are available across all learning locations and differing modes of delivery.</li> </ul>	<p>program are derived from and <b>flow coherently from the program's stated learning outcomes.</b></p> <p>Leadership, organization, and management of programs, include:</p> <ul style="list-style-type: none"> <li>• optimization of human resources, learning resources, and facilities;</li> <li>• measurements of efficiency in the use of resources are considered in the design of teaching methods; and,</li> <li><b>consistent opportunities for students to meet the program learning outcomes</b> are available across all learning locations and differing modes of delivery.</li> </ul>
<b>Requirement 2.3</b>	<b>Requirement 2.3</b>	<b>Requirement 2.3</b>	<b>Requirement 3.3</b>	<b>Requirement 3.4</b>	<b>Requirement 1.3</b>	<b>Requirement 1.3</b>
<p>Ensures that <b>course learning activities, assessments, including Prior Learning Assessment Recognition (PLAR) mechanisms are consistent with and appropriate to the course learning outcomes, PVLOs and EEESs, and support meaningful acquisition of the required skills and knowledge.</b></p>	<p>Ensures that <b>course learning activities, assessments, and Prior Learning Assessment Recognition (PLAR) mechanisms are consistent with and appropriate to the course learning outcomes, PVLOs and EEESs, and support meaningful acquisition of the required skills and knowledge.</b></p>	<p>Ensures that <b>program vocational learning outcomes are operational in that they provide a sound basis for curriculum development and the design of teaching and learning activities and student learning assessments; are internalized and used in the day-to-day work of program faculty; and are used in prior learning assessments.</b></p>	<p><b>Program vocational learning outcomes are operationally meaningful in that they: provide a sound basis for curriculum development and the design of teaching and learning activities and student learning assessments; are internalized and used in the day-to-day work of program faculty; and, are used in prior learning assessments.</b></p>	<p><b>Program learning outcomes are operationally meaningful in that they: provide a sound basis for curriculum development and the design of teaching and learning activities and student learning assessments; are internalized and used in the day-to-day work of program faculty; and, are used in prior learning assessments.</b></p>	<p><b>Program learning outcomes are operationally meaningful in that they:</b></p> <ul style="list-style-type: none"> <li><b>1.3.1</b> provide a sound basis for curriculum development and the design of student learning assessment; and,</li> <li><b>1.3.2</b> are internalized and used in the day-to-day work of program faculty</li> </ul>	<p><b>Program learning outcomes are operationally meaningful in that they are:</b></p> <ul style="list-style-type: none"> <li>• used to provide guidance for curriculum development and student learning assessment; and, <b>internalized and used in day-to-day work of program faculty.</b></li> </ul>
<b>Requirement 3.1</b>	<b>Requirement 3.1</b>	<b>Requirement 3.1</b>	<b>Requirement 5.4</b>	<b>Requirement 5.4</b>	<b>Requirement 3.4</b>	<b>Requirement 2.7</b>
<p>Ensures that <b>program titles are consistent with established CVS Titling Protocols.</b></p>	<p>Ensures that <b>program titles are consistent with established CVS Titling Protocols.</b></p>	<p>Ensures that <b>program titles are consistent with established college system</b></p>	<p><b>Program titling is consistent with college system nomenclature.</b></p>	<p><b>Program titling is consistent with college system nomenclature / titling principles.</b></p>	<p><b>Program title is consistent with college system nomenclature / titling principles.</b></p>	<p><b>Program title is consistent with college system nomenclature / titling principles.</b></p>



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		titling protocols and validated program standard titles.				
<b>Requirement 3.2</b>	<b>Requirement 3.2</b>	<b>Requirement 3.2</b>	<b>Requirement 5.2 + 3.2</b>	<b>Requirement 5.2+3.2+3.3+3.6</b>	<b>Requirement 1.5+1.6</b>	<b>Requirement 2.5+2.6</b>
Ensures that programs of instruction <b>meet or exceed the provincial credential validation framework (CVF).</b>	Ensures that programs of instruction <b>meet or exceed the provincial credential validation framework (CVF).</b>	Ensures that <b>programs of instruction are consistent with (meet or exceed) the credential framework requirements</b> (i.e. scope of program vocational learning outcomes, <b>essential employability skills (EES), general education</b> , duration for completion, admission requirements, name of credential).	<b>Program content, including the current expectations of the workplace (essential vocational skills, knowledge, and attitudes required for entry to the relevant field of practice), and the essential non-vocational requirements (Essential Employability Skills Outcomes and General Education requirements as set out by government policy), meets or exceeds the expectations and requirements of government and employers.</b>  Program vocational learning outcomes from Provincial Program Descriptions are <b>consistent with the credential granted, the title of the credential, the current expectations of the workplace (essential vocational skills, knowledge, and attitudes required for entry to the relevant field of practice), and the essential non-vocational requirements (Essential Employability Skills Outcomes and General Education requirements as set out by government policy).</b>	Program content, including <b>vocational and non-vocational requirements (General Education and Essential Employability Skills)</b> , meets or exceeds the expectations and requirements of government and employers.  Learning outcomes set for all programs of instruction are: consistent with the purpose of the program; appropriate to the level at which the qualification is offered; <b>consistent with the requirements of the Credentials Framework</b> ; and, appropriate to the employment requirements for program graduates.  Program learning outcomes for all programs allow students to achieve the <b>essential vocational skills, knowledge, and attitudes required for entry to the relevant field of practice, as well as the essential non-vocational requirements included in general education and essential employability skill requirements as set out by government policy.</b>	Program learning outcomes are <b>consistent with the credential granted, the title of the credential awarded, the provincial program standards (where they exist), and the minimum essential expectations of the workplace.</b> They are: <b>1.5.1</b> reflected in the course outlines; and, <b>1.5.2</b> used in prior learning assessments  Program learning outcomes are <b>consistent with MTCU Provincial Program Standards</b> where they exist.	Program learning outcomes are <b>consistent with the credential granted, the title of the credential awarded, the provincial program standards (where these apply), and the minimum essential expectations of the workplace.</b> They: <ul style="list-style-type: none"><li>are reflected in the course outlines; and,</li></ul> are used in prior learning assessment.  Program learning <b>outcomes are consistent with MTCU Provincial Program Standards</b> where they exist.



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				Program learning outcomes are <b>consistent with the credential granted, the title of the credential awarded, the provincial program standards (where they exist), and the essential current expectations of the workplace for program graduates.</b>		
<b>Requirement 3.3</b>	<b>Requirement 3.3</b>	<b>Requirement 3.3</b>	<b>Requirement 5.2 + 3.2</b>	<b>Requirement 5.2+3.2+3.3+3.6</b>	<b>Requirement 1.5</b>	<b>Requirement 2.5</b>
Ensures that programs of instruction have appropriate <b>Program Advisory Committees (PAC) and that mechanisms exist for the PAC to provide meaningful input into program relevance and quality.</b>	Ensures that programs of instruction have appropriate <b>Program Advisory Committees (PAC) and that mechanisms exist for the PAC to provide meaningful input into program relevance and quality.</b>	Ensures that programs of instruction are <b>consistent with the current workplace expectations (i.e. essential vocational skills, attitudes, knowledge, and competencies).</b>	Program content, including the current expectations of the workplace (essential vocational skills, knowledge, and attitudes required for entry to the relevant field of practice), and the essential non-vocational requirements (Essential Employability Skills Outcomes and General Education requirements as set out by government policy), <b>meets or exceeds the expectations and requirements of government and employers.</b>  Program vocational learning outcomes from Provincial Program Descriptions are consistent with the credential granted, the title of the credential, the current expectations of the workplace (essential vocational skills, knowledge, and attitudes required for entry to the relevant field of practice), and the essential non-vocational requirements (Essential	Program content, including <b>vocational and non-vocational requirements (General Education and Essential Employability Skills), meets or exceeds the expectations and requirements of government and employers.</b>  Learning outcomes set for all programs of instruction are: consistent with the purpose of the program; appropriate to the level at which the qualification is offered; consistent with the requirements of the Credentials Framework; and, appropriate to the <b>employment requirements for program graduates.</b>  Program learning outcomes for all programs allow students to achieve <b>the essential vocational skills, knowledge, and attitudes required for entry to the relevant field of practice,</b> as well as the essential non-	Program learning outcomes are consistent with the credential granted, the title of the credential awarded, the provincial program standards (where they exist), <b>and the minimum essential expectations of the workplace.</b> They are: <b>1.5.1</b> reflected in the course outlines; and, <b>1.5.2</b> used in prior learning assessments	Program learning outcomes are consistent with the credential granted, the title of the credential awarded, the provincial program standards (where these apply), <b>and the minimum essential expectations of the workplace.</b> They: <ul style="list-style-type: none"><li>are reflected in the course outlines; and,</li><li>are used in prior learning assessment.</li></ul>



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			Employability Skills Outcomes and General Education requirements as set out by government policy).	vocational requirements included in general education and essential employability skill requirements as set out by government policy.  Program learning outcomes are consistent with the credential granted, the title of the credential awarded, the provincial program standards (where they exist), and the essential current <b>expectations of the workplace for program graduates.</b>		
<b>Requirement 3.4</b>	<b>Requirement 3.4</b>	<b>Requirement 3.5</b>	<b>Requirement 2.6</b>	<b>Requirement 2.6</b>	<b>Requirement 2.5</b>	<b>Requirement 2.8</b>
Ensures that changes to provincial program standards are <b>communicated to all relevant invested parties and implemented in a timely manner to assure that all programs are current.</b>	Ensures that changes to provincial program standards are <b>communicated to all relevant stakeholders and implemented in a timely manner to assure that all programs are current.</b>	Ensures <b>that changes to provincial program standards are communicated to all relevant stakeholders and implemented in a timely manner</b> so to maintain the relevance of the program.	<b>Changes to courses and program vocational learning outcomes are structured and communicated to all relevant stakeholders in a timely manner</b> so as to maintain the relevance of the program.	<b>Changes to courses and program outcomes are structured and communicated to all relevant stakeholders in a timely manner so as to maintain the relevance of the program.</b>	<b>Changes to courses and program outcomes are introduced on a timely basis and are designed to maintain the relevance of the program</b>	<b>Changes to courses and program outcomes are introduced on a timely basis and are designed to maintain the relevance of the program.</b>
<b>Requirement 4.1</b>	<b>Requirement 4.1</b>	<b>Requirement 4.1</b>	<b>Requirement 4.1</b>	<b>Requirement 4.1 + 4.2</b>	<b>Requirement 4.1</b>	<b>Requirement 3.1</b>
Ensures that instructional activities and assessments are <b>consistent with and appropriate to the course learning outcomes, and well suited to all locations and delivery methods.</b>	Ensures that instructional activities and assessments are <b>consistent with and appropriate to the course learning outcomes, and well suited to all locations and delivery methods.</b>	Ensures <b>consistent delivery of programs of instruction regardless of the program delivery strategies</b> (hybrid, on-line, full-time or part-time, or are delivered with a third-party or other postsecondary institutions), including those programs which take place offsite.	Policies and practices are <b>applied to all new and existing programs offered by the college regardless of the program delivery strategies</b> (hybrid, on-line, full-time or part-time, or are delivered with a third-party or other postsecondary institutions), including those programs which take place offsite.	4.1 Policies and practices ensure that <b>program delivery, including that which takes place off-site</b> , through alternate <b>delivery strategies</b> (hybrid, on-line, etc.), and with third-party deliverers, <b>is consistent</b> with the Mission of the College, the nature of the program, the learning outcomes, and the needs of the students.  4.2 Quality assurance policies and practices apply to <b>all new</b>	<b>Program delivery, including that which takes place off-site, is consistent</b> with the nature of the program, the learning outcomes, and the needs of the students.	<b>Program delivery, including that which takes place off-site, is consistent</b> with the nature of the program, the learning outcomes, and the needs of the students.



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				and existing programs offered by the college whether in full-time or part-time mode, or conjointly with other postsecondary institutions.		
<b>Requirement 4.2</b>	<b>Requirement 4.2</b>	<b>Requirement 4.2</b>	<b>Requirement 4.2</b>	<b>Requirement 4.3</b>	<b>Requirement 4.3</b>	<b>Requirement 3.3</b>
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.	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.	Engages teaching staff in regular experimentation with new methods of teaching and learning that are consistent with best practices; and that these new methods are reviewed and widely shared to support currency and relevancy of teaching and learning across all programs of instruction.	The college has established, implemented, and regularly monitors academic policies and practices regarding the development and continuous improvement of teaching and learning strategies. For example, teaching staff are encouraged to engage in regular experimentation with new methods of teaching and learning that are consistent with best practices and research as found in current literature. These new methods are reviewed and widely shared to support currency and relevancy of teaching and learning across all programs.	The college has established, implemented, and regularly monitors academic policies and practices regarding the development and continuous improvement of teaching and learning strategies. Teaching staff are encouraged to engage in regular experimentation with new methods of teaching and learning that are consistent with best practices and research as found in current literature. These new methods are systematically measured and widely shared to support currency and relevancy of teaching and learning across all programs.	Academic policies and practices that provide for the development and continuous improvement of teaching and learning methods are valued, documented, and supported. This would include: 4.3.1 regular experimentation with new teaching methods; and, 4.3.2 systematic measuring of the results of these new methods to support currency and relevancy of teaching and learning.	Academic policies and practices that provide for the development and continuous improvement of teaching and learning methods are valued, documented, and supported. This would include: • regular experimentation with new teaching methods; and, systematic measuring of the results of these new methods to support currency and relevancy of teaching and learning.
<b>Requirement 4.3</b>	<b>Requirement 4.3</b>	<b>Requirement 4.3</b>	<b>Requirement 4.3</b>	<b>Requirement 4.4 + 4.5</b>	<b>Requirement 4.2</b>	<b>Requirement 3.2</b>
Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.	Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.	Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.	Academic policies and practices for assessments and appeals are established and implemented consistently across the program and ensure that: evaluation methods are aligned with course outcomes; student assessment methods are valid and reliable; the required standards for evaluation are clearly specified for each	Academic policies and practices for assessments and appeals ensure that: evaluation methods are aligned with course outcomes; student assessment methods are valid and reliable; the required standards for evaluation are clearly specified for each assessment component of the course and the program; learners receive	Academic policies and practices provide for assessments and appeals, and ensure that: 4.2.1 evaluation methods are aligned with course outcomes, are valid, and are reliable; 4.2.2 the required standards for evaluation are clearly specified for each	Academic policies and practices provide for assessments and appeals, and ensure that: • evaluation methods are aligned with course outcomes, are valid, and are reliable; • the required standards for evaluation are clearly specified for each component of the course and the program;



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			assessment component of the course and the program; learners receive prompt and constructive formative feedback on their performance and constructive summative feedback; there is an appropriate process for student academic appeals, and supplemental assessments.	prompt and constructive formative <b>feedback</b> on their performance and constructive summative feedback; there is an appropriate process for student academic appeals, resubmission of academic work, and supplemental assessments.  Minimum standards for <b>feedback</b> to students reflect accepted evidence-based practices in literature, and are established and implemented consistently across programs.	component of the course and the program; <b>4.2.3</b> learners are provided with fair and regular <b>feedback</b> on progress and fair reporting of final achievement; and, <b>4.2.4</b> complaints, resubmissions, supplementals, and appeals are appropriate, fair, valid, and consistent.	<ul style="list-style-type: none"> <li>learners are provided with fair and regular <b>feedback</b> on progress and fair reporting of final achievement; and, resubmissions, supplementals, and appeals are appropriate, fair, valid, and consistent.</li> </ul>
<b>Requirement 4.4</b>	<b>Requirement 4.4</b>	<b>Requirement 4.4</b>	<b>Requirement 3.6</b>	<b>Requirement 3.8</b>	<b>Requirement 1.8</b>	<b>Requirement 3.4</b>
Provides imminent program <b>graduates with holistic activities that assess their skills and knowledge to demonstrate the achievement</b> of the PVLOs.	Provides holistic, integrated activities for imminent program <b>graduates to demonstrate their capabilities</b> with regard to the PVLOs.	<b>Assesses the capabilities of program graduates</b> (recent and/or imminent) consistent with the established <b>program vocational learning outcomes</b> .	<b>Assessment of the capabilities of program graduates;</b> including knowledge, understanding, skills, and attitudes demonstrates consistency with the intended program <b>vocational learning outcomes</b> .	<b>Assessment of the capabilities of program graduates,</b> including knowledge, understanding, skills, and attitudes demonstrates consistency with the intended <b>program learning outcomes</b> .	The <b>capabilities of program graduates,</b> including knowledge, understanding, skills, and attitudes are consistent with the intended <b>program learning outcomes</b> .	<b>Graduate capabilities,</b> including knowledge, skills, and attitudes are consistent with <b>program outcomes</b> .
<b>Requirement 5.1</b>	<b>Requirement 5.1</b>	<b>Requirement 5.6</b>	<b>Requirement 2.1 – 2.6</b>	<b>Requirement 2.1 – 2.6</b>	<b>Requirement 2.1</b>	<b>Requirement 1.1</b>
Ensures that all applicable college, department, and program academic policies and procedures <b>are published and communicated to all relevant invested parties and applied consistently</b> .	Ensures that all applicable college, department, and program academic policies and procedures <b>are published and communicated to all relevant stakeholders and applied consistently</b> .	Ensures that established academic policies and practices for all programs of instruction offered by the college <b>are published, communicated and applied consistently</b> across all programs of instruction.	2.1 – 2.6 <b>Policies and practices exist, are implemented, and communicated....</b>	2.1 – 2.6 <b>Policies and practices exist, are implemented, and communicated....</b>	Applicant and student requirements and obligations are <b>clearly stated, communicated,</b> and accessible, including: <b>2.1.1</b> requirements for admission to the program and to courses in the program; <b>2.1.2</b> provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits,	Applicant and student requirements and obligations are <b>clearly stated, communicated,</b> and accessible, including: <ul style="list-style-type: none"> <li>requirements for admission to the program and to courses in the program;</li> <li>provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits,</li> </ul>





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					and/or recognition for prior learning; <b>2.1.3</b> advancement in programs, and maximum periods for completion; <b>2.1.4</b> provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.); <b>2.1.5</b> assessment, including provisions for re-assessment and appeals; <b>2.1.6</b> requirements for awarding the credential; <b>2.1.7</b> rules and criteria governing any awarding of merit, distinction, and other grades; and, <b>2.1.8</b> assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system, and with any relevant professional standards and/or nomenclature.	and/or recognition for prior learning; <ul style="list-style-type: none"> <li>• advancement in programs, and maximum periods for completion;</li> <li>• provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</li> <li>• assessment, including provisions for reassessment and appeals;</li> <li>• requirements for the awarding of the credential;</li> <li>• rules and criteria governing any awarding of merit, distinction, and other grades; and,</li> </ul> assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system and with any relevant professional standards and/or nomenclature.
<b>Requirement 5.2</b>	<b>Requirement 5.2</b>	<b>Requirement 5.7</b>	<b>Requirement 2.7</b>	<b>Requirement 2.7</b>	<b>Requirement -</b>	<b>Requirement -</b>
Ensures that established academic policies and procedures are <b>reviewed and monitored regularly</b> and consistently.	Ensures that established academic policies and procedures are <b>reviewed and monitored regularly</b> and consistently.	Ensures that established academic policies and practices are <b>reviewed and monitored regularly</b> and consistently.	Policies and practices are <b>reviewed and evaluated on a regular basis</b> to ensure they remain current and effective.	Policies and practices are <b>reviewed and evaluated on a regular basis</b> to ensure they remain current and effective.		
<b>Requirement 5.3</b>	<b>Requirement 5.3</b>	<b>Requirement 5.2</b>	<b>Requirement 2.2</b>	<b>Requirement 2.2</b>	<b>Requirement 2.1+2.3</b>	<b>Requirement 1.1+2.3</b>
Ensures that academic policies and procedures regarding <b>admission</b> are established and applied for all programs offered by the college.	Ensures that academic policies and procedures regarding <b>admission</b> are established and applied for all programs offered by the college.	Ensures that academic policies and procedures regarding: <ul style="list-style-type: none"> <li>• <b>requirements for admission to the program</b></li> </ul>	Applicant and student requirements are clearly stated, communicated, and accessible, including: <b>requirements for admission to</b>	Applicant and student requirements are clearly stated, communicated, and accessible, including: <b>requirements for admission to</b>	Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including:	Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including:



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		<p>and to courses in the program;</p> <ul style="list-style-type: none"> <li>provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits; and/or, recognition for prior learning,</li> </ul> <p>are established for all programs of instruction offered by the college.</p>	<p>the program and to courses in the program; provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning; advancement in programs and maximum periods for completion.</p>	<p>the program and to courses in the program; provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning; advancement in programs and maximum periods for completion.</p>	<p><b>2.1.1</b> requirements for admission to the program and to courses in the program;</p> <p><b>2.1.2</b> provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</p> <p><b>2.1.3</b> advancement in programs, and maximum periods for completion;</p> <p><b>2.1.4</b> provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</p> <p><b>2.1.5</b> assessment, including provisions for re-assessment and appeals;</p> <p><b>2.1.6</b> requirements for awarding the credential;</p> <p><b>2.1.7</b> rules and criteria governing any awarding of merit, distinction, and other grades; and,</p> <p><b>2.1.8</b> assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system, and with any relevant professional standards and/or nomenclature.</p> <p>Appropriate credits are allocated for each component of the program, and transfer</p>	<ul style="list-style-type: none"> <li>requirements for admission to the program and to courses in the program;</li> <li>provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</li> <li>advancement in programs, and maximum periods for completion;</li> <li>provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</li> <li>assessment, including provisions for reassessment and appeals;</li> <li>requirements for the awarding of the credential;</li> <li>rules and criteria governing any awarding of merit, distinction, and other grades; and,</li> <li>assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system and with any relevant professional standards and/or nomenclature.</li> </ul> <p>Appropriate credits are allocated for each component of the program, and transfer</p>



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					and laddering options are stated.	and laddering options are stated.
<b>Requirement 5.4</b>	<b>Requirement 5.4</b>	<b>Requirement 5.1</b>	<b>Requirement 2.1+ 2.2</b>	<b>Requirement 2.1+2.2</b>	<b>Requirement 2.1+2.4+3.3</b>	<b>Requirement 1.1+2.4</b>
Ensures that academic policies and procedures regarding student <b>progression</b> are established and applied for all programs offered by the college.	Ensures that academic policies and procedures regarding student <b>progression</b> are established and applied for all programs offered by the college.	Ensures that academic policies and procedures regarding: <ul style="list-style-type: none"> <li>• <b>specific pre-and co-requisites;</b></li> <li>• <b>mandatory and optional/elective components in the vocational and non-vocational areas of study;</b></li> <li>• <b>practical/work-based components;</b></li> <li>• <b>advancement in programs and maximum periods for completion;</b> and,</li> <li>• <b>alternative entry and exit points,</b></li> </ul> <b>are established for all programs of instruction offered by the college.</b>	Academic practices and policies governing program structure are published and communicated to students, including: <b>any specific pre-and co-requisites; mandatory and optional/elective components in the vocational and non-vocational areas of study; practical/work-based components; and alternative entry and exit points.</b>  Applicant and student requirements are clearly stated, communicated, and accessible, including: requirements for admission to the program and to courses in the program; provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning; <b>advancement in programs and maximum periods for completion.</b>	Academic practices and policies governing program structure are published and communicated to students, including: <b>any specific pre-and co-requisites; mandatory and optional/elective components in the vocational and non-vocational areas of study; practical/work-based components; and alternative entry and exit points.</b>  Applicant and student requirements are clearly stated, communicated, and accessible, including: requirements for admission to the program and to courses in the program; provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning; <b>advancement in programs and maximum periods for completion.</b>	Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including: <b>2.1.1</b> requirements for admission to the program and to courses in the program; <b>2.1.2</b> provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning; <b>2.1.3 advancement in programs, and maximum periods for completion;</b> <b>2.1.4</b> provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.); <b>2.1.5</b> assessment, including provisions for re-assessment and appeals; <b>2.1.6</b> requirements for awarding the credential; <b>2.1.7</b> rules and criteria governing any awarding of merit, distinction, and other grades; and, <b>2.1.8</b> assurances that the title of any qualifications awarded for a program or series of courses is consistent	Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including: <ul style="list-style-type: none"> <li>• requirements for admission to the program and to courses in the program;</li> <li>• provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</li> <li>• <b>advancement in programs, and maximum periods for completion;</b></li> <li>• provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</li> <li>• assessment, including provisions for reassessment and appeals;</li> <li>• requirements for the awarding of the credential;</li> <li>• rules and criteria governing any awarding of merit, distinction, and other grades; and,</li> <li>• assurances that the title of any qualifications awarded for a program or series of courses</li> </ul>



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					<p>with the Credentials Framework for the college system, and with any relevant professional standards and/or nomenclature.</p> <p>Academic practices and policies govern program structure, including any specific pre- and co-requisites, mandatory and optional/elective components, practical/work-based components, alternative entry and exit points.</p> <p>Academic practices and policies govern program structure, including any specific pre- and co-requisites, mandatory and optional/elective components, practical/work-based components, alternative entry and exit points, and are consistent with program learning outcomes.</p>	<p>is consistent with the Credentials Framework for the college system and with any relevant professional standards and/or nomenclature.</p> <p>Academic practices and policies govern program structure, including any specific pre- and co-requisites, mandatory and optional/elective components, practical/work-based components, alternative entry and exit points, and are consistent with program learning outcomes.</p>
<b>Requirement 5.5</b>	<b>Requirement 5.5</b>	<b>Requirement 5.2</b>	<b>Requirement 2.2</b>	<b>Requirement 2.2</b>	<b>Requirement 2.1+2.3</b>	<b>Requirement 1.1+2.3</b>
Ensures that academic policies and procedures regarding prior learning and transfer credit ( <b>recognition</b> ) are established and applied for all programs offered by the college.	Ensures that academic policies and procedures regarding prior learning and transfer credit ( <b>recognition</b> ) are established and applied for all programs offered by the college.	Ensures that academic policies and procedures regarding: <ul style="list-style-type: none"> <li>requirements for admission to the program and to courses in the program;</li> <li><b>provisions for awarding credit towards a credential or exemptions from specific course</b></li> </ul>	Applicant and student requirements are clearly stated, communicated, and accessible, including: requirements for admission to the program and to courses in the program; <b>provisions for awarding credit towards a credential or exemptions from specific course requirements</b>	Applicant and student requirements are clearly stated, communicated, and accessible, including: requirements for admission to the program and to courses in the program; <b>provisions for awarding credit towards a credential or exemptions from specific course requirements</b>	Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including: <ul style="list-style-type: none"> <li><b>2.1.1</b> requirements for admission to the program and to courses in the program;</li> <li><b>2.1.2</b> <b>provisions for awarding credit towards a</b></li> </ul>	Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including: <ul style="list-style-type: none"> <li>requirements for admission to the program and to courses in the program;</li> <li><b>provisions for awarding credit towards a credential or</b></li> </ul>



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		<p>requirements as a result of cross-crediting, exemptions, transfer credits; and/or, recognition for prior learning,</p> <p>are established for all programs of instruction offered by the college.</p>	<p>as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning; advancement in programs and maximum periods for completion.</p>	<p>as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning; advancement in programs and maximum periods for completion.</p>	<p>credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</p> <p><b>2.1.3</b> advancement in programs, and maximum periods for completion;</p> <p><b>2.1.4</b> provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</p> <p><b>2.1.5</b> assessment, including provisions for re-assessment and appeals;</p> <p><b>2.1.6</b> requirements for awarding the credential;</p> <p><b>2.1.7</b> rules and criteria governing any awarding of merit, distinction, and other grades; and,</p> <p><b>2.1.8</b> assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system, and with any relevant professional standards and/or nomenclature.</p> <p>Appropriate <b>credits are allocated</b> for each component of the program, and transfer and laddering options are stated.</p>	<p>exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</p> <ul style="list-style-type: none"> <li>• advancement in programs, and maximum periods for completion;</li> <li>• provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</li> <li>• assessment, including provisions for reassessment and appeals;</li> <li>• requirements for the awarding of the credential;</li> <li>• rules and criteria governing any awarding of merit, distinction, and other grades; and, assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system and with any relevant professional standards and/or nomenclature.</li> </ul> <p>Appropriate <b>credits are allocated</b> for each component of the program, and transfer and laddering options are stated.</p>
<b>Requirement 5.6</b>	<b>Requirement 5.6</b>	<b>Requirement 5.3</b>	<b>Requirement 2.3 + 2.5</b>	<b>Requirement 2.3 + 2.5</b>	<b>Requirement 2.1</b>	<b>Requirement 1.1</b>



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<p>Ensures that academic policies and procedures regarding <b>accommodation and assessment</b> are established f and applied for all programs offered by the college.</p>	<p>Ensures that academic policies and procedures regarding <b>accommodation and assessment</b> are established f and applied for all programs offered by the college.</p>	<p>Ensures that academic policies and procedures regarding:</p> <ul style="list-style-type: none"> <li>• instances requiring accommodations;</li> <li>• assessment, including provisions for re-assessment and appeals;</li> <li>• requirements for awarding the credential (i.e. title of any program or series of courses); and,</li> <li>• rules and criteria governing any awarding of merit, distinction, and other grades,</li> </ul> <p>are established for all programs of instruction offered by the college.</p>	<p>Policies and practices exist, are implemented, and communicated, to address: instances requiring accommodations; assessment, including provisions for re-assessment and appeals; requirements for awarding the credential; and, rules and criteria governing any awarding of merit, distinction, and other grades.</p> <p>The title of any qualification awarded for a program or series of courses is consistent with any relevant professional standards and/or nomenclature, and is made known to students prior to admission.</p>	<p>Policies and practices exist, are implemented, and communicated, to address: instances requiring accommodations; assessment, including provisions for re-assessment and appeals; requirements for awarding the credential; and, rules and criteria governing any awarding of merit, distinction, and other grades.</p> <p>The title of any qualification awarded for a program or series of courses is consistent with any relevant professional standards and/or nomenclature, and is made known to students prior to admission.</p>	<p>Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including:</p> <ul style="list-style-type: none"> <li>2.1.1 requirements for admission to the program and to courses in the program;</li> <li>2.1.2 provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</li> <li>2.1.3 advancement in programs, and maximum periods for completion;</li> <li>2.1.4 provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</li> <li>2.1.5 assessment, including provisions for re-assessment and appeals;</li> <li>2.1.6 requirements for awarding the credential;</li> <li>2.1.7 rules and criteria governing any awarding of merit, distinction, and other grades; and,</li> <li>2.1.8 assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system, and with any relevant</li> </ul>	<p>Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including:</p> <ul style="list-style-type: none"> <li>• requirements for admission to the program and to courses in the program;</li> <li>• provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</li> <li>• advancement in programs, and maximum periods for completion;</li> <li>• provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</li> <li>• assessment, including provisions for reassessment and appeals;</li> <li>• requirements for the awarding of the credential;</li> <li>• rules and criteria governing any awarding of merit, distinction, and other grades; and,</li> <li>assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system and with any relevant professional</li> </ul>



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					professional standards and/or nomenclature.	standards and/or nomenclature.
<b>Requirement 5.7</b>	<b>Requirement 5.7</b>	<b>Requirement 5.3</b>	<b>Requirement 2.3 + 2.5</b>	<b>Requirement 2.3 + 2.5</b>	<b>Requirement 2.1</b>	<b>Requirement 1.1</b>
Ensures that academic policies and procedures regarding awarding of credentials ( <b>certification</b> ) are established and applied for all programs offered by the college.	Ensures that academic policies and procedures regarding awarding of credentials ( <b>certification</b> ) are established and applied for all programs offered by the college.	Ensures that academic policies and procedures regarding: <ul style="list-style-type: none"> <li>instances requiring accommodations;</li> <li>assessment, including provisions for re-assessment and appeals;</li> <li><b>requirements for awarding the credential (i.e. title of any program or series of courses); and,</b></li> <li><b>rules and criteria governing any awarding of merit, distinction, and other grades,</b></li> </ul> are established for all programs of instruction offered by the college.	Policies and practices exist, are implemented, and communicated, to address: instances requiring accommodations; assessment, including provisions for re-assessment and appeals; <b>requirements for awarding the credential; and, rules and criteria governing any awarding of merit, distinction, and other grades.</b>  The title of any qualification awarded for a program or series of courses is consistent with any relevant professional standards and/or nomenclature, and is made known to students prior to admission.	Policies and practices exist, are implemented, and communicated, to address: instances requiring accommodations; assessment, including provisions for re-assessment and appeals; <b>requirements for awarding the credential; and, rules and criteria governing any awarding of merit, distinction, and other grades.</b>  The title of any qualification awarded for a program or series of courses is consistent with any relevant professional standards and/or nomenclature, and is made known to students prior to admission.	Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including: <ul style="list-style-type: none"> <li><b>2.1.1</b> requirements for admission to the program and to courses in the program;</li> <li><b>2.1.2</b> provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</li> <li><b>2.1.3</b> advancement in programs, and maximum periods for completion;</li> <li><b>2.1.4</b> provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</li> <li><b>2.1.5</b> assessment, including provisions for re-assessment and appeals;</li> <li><b>2.1.6</b> requirements for awarding the credential;</li> <li><b>2.1.7</b> rules and criteria governing any awarding of merit, distinction, and other grades; and,</li> <li><b>2.1.8</b> assurances that the title of any qualifications awarded for a program or series of courses is consistent</li> </ul>	Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including: <ul style="list-style-type: none"> <li>requirements for admission to the program and to courses in the program;</li> <li>provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</li> <li>advancement in programs, and maximum periods for completion;</li> <li>provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</li> <li>assessment, including provisions for reassessment and appeals;</li> <li><b>requirements for the awarding of the credential;</b></li> <li><b>rules and criteria governing any awarding of merit, distinction, and other grades; and,</b></li> <li>assurances that the title of any qualifications awarded for a program or series of courses</li> </ul>





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					with the Credentials Framework for the college system, and with any relevant professional standards and/or nomenclature.	is consistent with the Credentials Framework for the college system and with any relevant professional standards and/or nomenclature.
<b>Requirement 5.8</b>	<b>Requirement 5.8</b>	<b>Requirement 5.4</b>	<b>Requirement 2.4</b>	<b>Requirement 2.4</b>	<b>Requirement -</b>	<b>Requirement -</b>
Ensures that appropriate academic policies and procedures exist regarding the establishment of <b>informal and formal arrangements with external educational bodies</b> (e.g., partner institutions) with regard to program entrance, progression, laddering, <b>awarding of additional credentials, certifications, and QA.</b>	Ensures that appropriate academic policies and procedures exist regarding the establishment of <b>informal and formal arrangements with external educational bodies</b> (e.g., partner institutions) with regard to program entrance, progression, laddering, <b>awarding of additional credentials, certifications, and QA.</b>	Ensures that academic policies and procedures <b>regarding formal arrangements with any relevant external body (ies) exists to govern additional credentials, certifications, etc., are established</b> for all programs of instruction offered by the college.	External relationships governing additional credentials, certifications, etc. for which students may qualify upon completion of the program are communicated clearly to students and <b>supported by formal arrangements with any relevant external body (ies).</b>	External relationships governing additional credentials, certifications, etc. for which students may qualify upon completion of the program are communicated clearly to students and <b>supported by formal arrangements with any relevant external body (ies).</b>		
<b>Requirement 6.1</b>	<b>Requirement 6.1</b>	<b>Requirement 6.1</b>	<b>Requirement 6.1</b>	<b>Requirement 6.1</b>	<b>Requirement 5.1</b>	<b>Requirement 4.1</b>
Ensures that faculty: <ul style="list-style-type: none"> <li>possess the <b>combination of experience and qualifications appropriate for their roles;</b></li> <li>undergo appropriate selection and hiring processes;</li> <li>receive appropriate <b>academic guidance and onboarding;</b></li> <li>are provided with <b>professional development opportunities,</b></li> <li>engage in a review process and are</li> </ul>	Ensures that faculty involved in the program: <ul style="list-style-type: none"> <li>possess the <b>combination of experience and qualifications appropriate to, and required by,</b> the program credential, the field of study, and the curriculum they are hired to teach;</li> <li>undergo appropriate selection and hiring processes;</li> <li>receive appropriate <b>academic guidance and onboarding;</b></li> <li>are provided with developmental feedback</li> </ul>	Ensures that <b>teaching staff</b> involved in the program: <b>possess the combination of experience and credentials appropriate to, and required by, the program credential and the field of study; have the level of expertise and ability to provide the published learning experience;</b> participate in reflective practice; undergo initial and continuing professional development to enhance their teaching expertise and to ensure currency in their subject matter; and, are <b>oriented, coordinated, and evaluated.</b>	Policies and practices exist to ensure that <b>teaching staff</b> involved in the program: <b>possess the combination of experience and credentials appropriate to, and required by, the program credential and the field of study; have the level of expertise and ability to provide the published learning experience;</b> participate in reflective practice; undergo initial and continuing professional development to enhance their teaching expertise and to ensure currency in their subject matter; and, are <b>oriented, coordinated, and evaluated.</b>	Policies and practices exist to ensure that <b>teaching staff</b> involved in the program: are accessible and available for student inquiry; meet the needs of the students and facilitate the achievement of the program learning outcomes; <b>possess the combination of experience and credentials appropriate to, and required by, the program credential and the field of study; have the level of expertise and ability to provide the published learning experience;</b> and, are <b>oriented, coordinated, and evaluated</b> according to accepted best	<b>Teaching staff</b> involved in the program: <ul style="list-style-type: none"> <li><b>5.1.1</b> meet the needs of the students and facilitate the achievement of the program learning outcomes;</li> <li><b>5.1.2</b> <b>possess the combination of experience and credentials appropriate to, and required by, the program of study;</b></li> <li><b>5.1.3</b> <b>have the level of expertise and ability to provide the advertised learning experiences; and,</b></li> <li><b>5.1.4</b> <b>are oriented, coordinated, and evaluated.</b></li> </ul>	<b>Teaching staff</b> involved in the program: <ul style="list-style-type: none"> <li>meet the needs of the students and facilitate the achievement of the program learning outcomes;</li> <li><b>possess the combination of experience and credentials appropriate to, and required by the program of study;</b></li> <li><b>have the level of expertise and ability to provide the advertised learning experiences; and,</b> are <b>oriented, coordinated, and evaluated.</b></li> </ul>





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provided with developmental feedback.	and are appropriately evaluated (performance appraisal).			practices and current research.		
	<b>Requirement 6.2</b>	<b>Requirement 6.2</b>	<b>Requirement 6.2</b>	<b>Requirement 6.2</b>	<b>Requirement 5.2</b>	<b>Requirement -</b>
	Ensures that faculty execute their professional responsibilities by establishing and communicating appropriate expectations, using mechanisms to indicate whether expectations are being met, and engaging in ongoing professional development activities.	Ensures that teaching staff execute their professional responsibilities; work within structured instructional plans; are accessible and available for student inquiry; meet the needs of the students and facilitate the achievement of the program vocational learning outcomes; provide prompt and constructive feedback to students; promote a positive attitude to learning for students.	Policies and practices exist and are communicated to ensure that teaching staff execute their professional responsibilities; work within structured instructional plans; are accessible and available for student inquiry; meet the needs of the students and facilitate the achievement of the program vocational learning outcomes; provide prompt and constructive feedback to students; promote a positive attitude to learning for students.	Policies and practices exist and are communicated to ensure that teaching staff execute their professional responsibilities; work within clear and well-structured instructional plans; provide prompt and constructive feedback to students; promote a positive attitude to learning for students; participate in reflective practice; and, undergo initial and continuing professional development to enhance their teaching expertise and to ensure currency in their subject matter.	Teaching staff execute their professional responsibilities including, and not limited to: 5.2.1 working within clear and well-structured instructional plans; 5.2.2 providing prompt and constructive feedback to students; 5.2.3 promoting a positive attitude to learning in students; 5.2.4 participating in reflective practice; and, 5.2.5 undergoing initial and continuing professional development to enhance their teaching skills, and ensure currency.	
<b>Requirement 6.2</b>	<b>Requirement 6.3</b>	<b>Requirement 6.4</b>	<b>Requirement 6.4</b>	<b>Requirement 6.4</b>	<b>Requirement 5.4</b>	<b>Requirement 4.3</b>
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.	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.	Ensures that academic support and advising services meet the needs of the students and facilitate the achievement of the program vocational learning outcomes	Academic support and advising services meet the needs of the students and facilitate the achievement of the program vocational learning outcomes.	Academic support and advising services meet the needs of the students and facilitate the achievement of the program learning outcomes.	Academic support and advising services meet the needs of the students and facilitate the achievement of the program learning outcomes.	Academic support and advising services meet the needs of the students and facilitate the achievement of the program learning outcomes.
<b>Requirement 6.3</b>	<b>Requirement 6.4</b>	<b>Requirement 6.5</b>	<b>Requirement 6.5</b>	<b>Requirement 6.5</b>	<b>Requirement -</b>	<b>Requirement -</b>
Ensures that support learning services employees providing student support services: • possess the	Ensures that support learning services staff providing student support services: • possess the	Ensures that staff members providing student support services such as tutoring, financial and academic advising, and co-curricular	Policies and practices ensure that staff members providing student support services such as tutoring, financial and academic advising, and co-	Policies and practices ensure that staff members providing student support services such as tutoring, financial and academic advising, and co-		



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2023-	2019-2023	2016-2019	2015- pilot	2014- August	2011-2014	2006-2011
<p>combination of <b>experience and qualifications appropriate to their roles;</b></p> <ul style="list-style-type: none"> <li>undergo appropriate selection and hiring processes;</li> <li><b>receive appropriate orientation, guidance and onboarding;</b></li> <li><b>are provided with continuous support in their professional development;</b></li> <li><b>are provided with professional development opportunities,</b></li> <li><b>engage in a review process and are provided with developmental feedback.</b></li> </ul>	<p>combination of <b>experience and qualifications appropriate to their roles;</b></p> <ul style="list-style-type: none"> <li>undergo appropriate selection and hiring processes;</li> <li><b>receive appropriate orientation, guidance and onboarding;</b></li> <li><b>are provided with continuous support in their professional development;</b></li> <li>are provided with developmental feedback and are <b>appropriately evaluated</b> (performance appraisal).</li> </ul>	<p><b>activities are appropriately qualified, trained, and supported.</b></p>	<p><b>curricular activities are appropriately qualified, trained, and supported.</b></p>	<p><b>curricular activities are appropriately qualified, trained, and supported.</b></p>		
	<b>Requirement 6.5</b>	<b>Requirement 6.5</b>	<b>Requirement 6.5</b>	<b>Requirement 6.5</b>	<b>Requirement -</b>	<b>Requirement -</b>
	Ensures that support learning services staff execute their professional responsibilities by participating in <b>continuing professional development</b> or education.	Ensures that staff members providing student support services such as tutoring, financial and academic advising, and co-curricular activities are appropriately qualified, trained, and <b>supported.</b>	Policies and practices ensure that staff members providing student support services such as tutoring, financial and academic advising, and co-curricular activities are appropriately qualified, trained, and <b>supported.</b>	Policies and practices ensure that staff members providing student support services such as tutoring, financial and academic advising, and co-curricular activities are appropriately qualified, trained, and <b>supported.</b>		
<b>Requirement 6.4</b>	<b>Requirement 6.6</b>	<b>Requirement 6.3+6.6+6.7</b>	<b>Requirement 6.3+6.6+6.7+6.8</b>	<b>Requirement 6.3+6.6+6.7+6.8</b>	<b>Requirement 5.5+5.3</b>	<b>Requirement 4.4+4.2</b>
Ensures that there are effective processes for identifying, reviewing and addressing needs related to:	Ensures that there are effective processes for identifying, reviewing and addressing needs related to:	Ensures sufficient numbers and continuity of <b>faculty and staff</b> to carry out both classroom and non-classroom support roles for student success.	Policies and practices exist to ensure sufficient numbers and continuity of <b>faculty and staff</b> to carry out both classroom and non-classroom support roles for student success.	Policies and practices exist to ensure sufficient numbers and continuity of <b>faculty and staff</b> to carry out both classroom and non-classroom support roles for student success.		
<ul style="list-style-type: none"> <li>adequacy of faculty and support learning services <b>employees.</b></li> <li>adequacy and quality of <b>learning resources;</b></li> </ul>	<ul style="list-style-type: none"> <li>adequacy of faculty and support learning services <b>staff;</b></li> <li>adequacy and quality of <b>learning resources;</b></li> </ul>	Ensures that <b>learning facilities (including Learning Resource</b>	<b>Learning facilities (including Learning Resource Centres),</b>	<b>Learning facilities (including Learning Resource Centres), equipment, and technological</b>	<b>Learning facilities (including learning Resource Centres) and equipment support the</b>	<b>Learning facilities (including learning Resource Centres) and equipment support the</b>



**EVOLUTION OF OCQAS STANDARDS AND REQUIREMENTS**

**July 4, 2023**

2023-	2019-2023	2016-2019	2015- pilot	2014- August	2011-2014	2006-2011
<ul style="list-style-type: none"> <li>adequacy of informational <b>technology resources</b> that relate to program delivery and student use;</li> <li><b>adequacy and quality of equipment and facilities needed</b> for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>adequacy of informational <b>technology resources</b> that relate to program delivery and student use;</li> <li><b>adequacy and quality of equipment and facilities needed</b> for instruction.</li> </ul>	<p><b>Centres), equipment, and technological infrastructure support</b> the promised modes of delivery and the learning process, and are accessible to students.</p> <p>Ensures that the leadership, organization, and management of human resources, financial services, <b>learning resources</b>, information technology resources, and <b>academic facilities</b> are optimized without sacrificing quality.</p>	<p><b>equipment, and technological infrastructure support</b> the promised modes of delivery and the learning process, and are accessible to students.</p> <p>Policies and practices exist and are communicated within service areas such as budgeting, financial services, facilities, and information technology to ensure an appropriate level of support and assistance to program areas and contribute to student achievement of program vocational learning outcomes.</p> <p>Policies and practices exist and are communicated within program areas to ensure that the leadership, organization, and management of human resources, <b>learning resources</b>, and <b>academic facilities</b> are optimized without sacrificing quality.</p>	<p><b>infrastructure support</b> the promised modes of delivery and the learning process, and are accessible to students.</p> <p>Policies and practices exist and are communicated within service areas such as budgeting, financial services, facilities, and information technology to ensure an appropriate level of support and assistance to program areas and contribute to student achievement of program vocational learning outcomes.</p> <p>Practices and policies, consistent with current research and accepted best practices, exist and are communicated within program areas to ensure that the leadership, organization, and management of human resources, <b>learning resources</b>, and <b>academic facilities</b> are optimized so as to achieve a responsible level of efficiency without sacrificing quality.</p>	<p>promised modes of delivery and the learning process</p> <p>Leadership, organization, and management of programs, include:</p> <ul style="list-style-type: none"> <li>optimization of human <b>resources</b>, <b>learning resources</b>, and facilities;</li> <li>measurements of efficiency in the use of resources are considered in the design of teaching methods; and,</li> </ul> <p>consistent opportunities for students to meet the program learning outcomes are available across all learning locations and differing modes of delivery</p>	<p>promised modes of delivery and the learning process.</p> <p>Leadership, organization, and management of programs, include:</p> <ul style="list-style-type: none"> <li>optimization of <b>human resources</b>, <b>learning resources</b>, and <b>facilities</b>;</li> <li>measurements of efficiency in the use of resources are considered in the design of teaching methods; and,</li> <li>consistent opportunities for students to meet the program learning outcomes are available across all learning locations and differing modes of delivery.</li> </ul>