Ontario College Quality Assurance Service
Service de l’assurance de la qualité des collèges de l’Ontario

QUALITY BREAK
Welcome to the OCQAS Newsletter
Your peek behind the quality scenes with quality news, updates, resources and more!

Newsletter #19 – September 2023

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Experiential Learning

This check box in the CVS AA Tool is causing confusion, the following aims at providing some clarity.

College programs include important hands-on components within courses that support student learning through practice. These activities can include labs, simulations, case studies and many other practical applications. These are not what is referred to as an Experiential Learning course according to the Ministry definition.

Courses identified as Experiential Learning (EL) require that the student practice the skills that the graduate will need in the workplace, without instruction. If a faculty member is assigned to an EL course, it would be expected that they could coach and provide feedback to the learners, but they would not instruct/teach a new skill or concept.

Ministry definition:
Experiential learning is an educational activity facilitated and supported by a college through which students learn while doing. Students participate in workplaces or simulated workplaces, where they are exposed to authentic demands and expectations. The goal of an EL experience is to improve students’ employability and interpersonal skills and to support their transition to the workforce.

CVS does not record or require the identification of instructional settings. This is only recorded in the PFAAM submission to the Ministry. Practice components, that are not considered Experiential Learning, can be identified in the Program Delivery Information form which informs the Ministry decisions.
Quick question reference guide:

<table>
<thead>
<tr>
<th>If you answer YES to one of the following questions, the course is most likely <strong>NOT</strong> an EL.</th>
<th>If you answer YES to this question, the course can be identified as an EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will theory be included in this course?</td>
<td>Does this course allow students to use the knowledge and skills acquired to practice the vocational learning outcomes in preparation for employment with minimal involvement from faculty?</td>
</tr>
<tr>
<td>Will the faculty teach new skills in this course?</td>
<td></td>
</tr>
</tbody>
</table>

**New CVS Template for Informal Review**

You might notice that half of the [CVS- Template for Informal Review](#) has been moved to a separate document ([VLO and EES Mapping Template](#)). The reason for this is that most of the feedback during the informal review process has to do with the Title and VLOs. Since few comments are provided about curriculum and mapping in the informal review, OCQAS has decided to cut out this section of the template to reduce work for the submitter. The curriculum information and mapping can be submitted directly into the tool once the informal review is completed. Any issues with this section will be addressed directly in the tool.

Please note that, in many cases, program modifications will require both templates. The OCQAS Team will request it when necessary.
OCQAS in Social Media

It’s been a few months since we’ve ramped up our social media presence. We’re sharing byte-sized insights to keep you informed on all things quality assurance. Do consider following us: LinkedIn, Instagram, and X.

We’d also like to introduce Karan Talreja, our Social Media Strategist, who is fueled by creativity and a knack for pushing boundaries. His creative flair is only rivaled by his ability to quote Michael Scott at the drop of a hat.

Working Groups

OCQAS values the work completed with working groups. These groups help OCQAS remain current and relevant, similarly to colleges use of PACs. Four main working groups have been planned for this academic year, more may be developed as need arise.

The four working groups for this year are the following:

SPIEQAA Pilot Information and Working Group

This group is composed of the SPIEQAA Pilot College members. Sign up is complete and the meetings have already started.

Groupe de travail - Le SAQCO franco

Le jeudi à chaque 6 semaines, 15h-16h.
Ce groupe guidera le SAQCO dans toute affaire francophone. Il agira à titre de groupe consultatif pour soutenir les ressources et les publications en français ainsi que pour informer le SAQCO sur les besoins des collèges francophones.
**CVS Working Group**

Wednesdays Every 8 Weeks from 10-11 a.m.
This working group will provide suggestions for improving CVS processes and documents as well as the CVS AA Tool. It will also provide feedback on the needs for training within the college system.

**CQAAP Working Group**

Thursdays Every 8 weeks from 10-11 a.m.
This working group will inform OCQAS of challenges that colleges face with CQAAP processes and documents to support training and education and to ensure continuous quality assurance of the service.

Please send an email expressing your interest to cvs@ocqas.org prior to September 20th, 2023.

**Information Sessions**

We will soon be hosting some virtual information sessions and workshops and would love to invite you to join us. Come learn about everything you want to know about the Credential Validation Service (CVS) and the College Quality Assurance Audit Process (CQAAP). Some sessions happen more than once, please check for dates and times that works best for you. The sessions are described according to the language in which they will be offered.

The sessions are detailed in the table on the following page.
<table>
<thead>
<tr>
<th>Date(s) and Time</th>
<th>Presentation/Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Le 8 septembre</strong></td>
<td><strong>Introduction au SVTC</strong></td>
</tr>
<tr>
<td>11h-12h</td>
<td>Cette formation vise à faire connaître le SVTC aux participants. Elle s’agit de session obligatoire pour des nouveaux membres de l’équipe et ceux qui soumettent des demandes de validation.</td>
</tr>
<tr>
<td><strong>September 18</strong></td>
<td><strong>CQAAP Updates</strong></td>
</tr>
<tr>
<td>2-3 p.m.</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
</tr>
<tr>
<td><strong>October 6</strong></td>
<td><strong>Mise à jour du PAMAQC</strong></td>
</tr>
<tr>
<td>11 a.m.-12 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>Le 18 septembre</strong></td>
<td><strong>CQAAP for Colleges undergoing an audit in 2023/2024</strong></td>
</tr>
<tr>
<td>15h-16h</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
</tr>
<tr>
<td><strong>September 19</strong></td>
<td><strong>CVS Basics</strong></td>
</tr>
<tr>
<td>9:30-11:30 a.m.</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
</tr>
<tr>
<td><strong>September 20</strong></td>
<td><strong>CVS Basics, part 2</strong></td>
</tr>
<tr>
<td>2:30-4 p.m.</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
</tr>
<tr>
<td><strong>October 5</strong></td>
<td><strong>Writing and Updating VLOs</strong></td>
</tr>
<tr>
<td>2-3:30 p.m.</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
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<tr>
<td><strong>October 10</strong></td>
<td><strong>Writing and Updating VLOs</strong></td>
</tr>
<tr>
<td>10-11:30 a.m.</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
</tr>
<tr>
<td><strong>October 30</strong></td>
<td><strong>Rédiger et modifier les RAOF</strong></td>
</tr>
<tr>
<td>10:30 a.m.-12 p.m.</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
</tr>
<tr>
<td><strong>October 17</strong></td>
<td><strong>Rédiger et modifier les RAOF</strong></td>
</tr>
<tr>
<td>10-11 a.m.</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
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<td>3-4 p.m.</td>
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</tr>
<tr>
<td><strong>le 17 octobre</strong></td>
<td><strong>Rédiger et modifier les RAOF</strong></td>
</tr>
<tr>
<td>15h-16h</td>
<td>Cette présentation a pour but de souligner les changements dans le document de lignes directrices et cadre de fonctionnement du PAMAQC. Il est sous-entendu que les participants sont familiers avec le processus d’audit PAMAQC.</td>
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</tbody>
</table>
How to register

Please reserve your seat by emailing your name, college and session selections checked (above) to CVS team, at cvs@ocqas.org at least 3 days prior to each session.

Q&A with QA

Also add our drop-in session to your calendar! Join us on Thursday mornings during Q & A with QA.

<table>
<thead>
<tr>
<th>Every Thursday</th>
<th>Q&amp;A with QA</th>
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</thead>
<tbody>
<tr>
<td>Every Thursday</td>
<td>A drop-in session for the QA and curriculum development communities to ask questions and hold discussions on QA topics.</td>
</tr>
<tr>
<td>From September 21 to December 21</td>
<td></td>
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<tr>
<td>9:00-10:00 a.m.</td>
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</tr>
<tr>
<td>Zoom Meeting Link</td>
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</tbody>
</table>

OCQAS Documents

As per our yearly process, all guides and templates have been updated and are posted on the website for the 2023-24 academic year.
Please access the new versions for your submissions on the Resources tab of the OCQAS Website.
Background

The Standards of Practice for International Education cover five key areas across the student lifecycle. They were drafted by a presidential working group in conjunction with substantial consultations across the sector. In November 2022, the Committee of Presidents (COP) approved the Standards of Practice for International Education and 23 out of the 24 colleges signed on to the Standards. At that time COP asked the Management Board of OCQAS to develop a pilot process to implement the Standards with an aim to later include them in the regular quality assurance audit (CQAAP). In March 2023, the college sector publicly announced a new set of Standards to strengthen programs and supports for international students. All colleges that signed on to the Standard have committed to “comply with these standards no later than June 2024”.

The activities for developing the QA process were very broad and included all parties of interest:

- Steering Committee
  Chaired by Audrey Penner, President of NORT, President of STCL, SHER, FLEM, VPS – CAMB, VPA–MOHA, Rep from CCVPI, MCU, CO.
- Working Group
  Heads of International (NIAG, ALGO, LAMB, HUMB, DURH, SLAW), rep CCVPI–, Rep SSVPA, Rep HQM
- Consultations
  HQM, CCVPA, CCVPS, CCVPI, Finance, Marketing, students.

What is embedded the QA Process:

a) SPIEQAA Standards

1. The five Standards are:
   1. Availability and accessibility of marketing, promotion, and admission
information for international students.
2. Monitoring of professional and ethical relationships with international education agents and other partners in the marketing and admission process.
3. Availability and provision of international student orientation and transition programs.
4. Monitoring of additional and targeted supports and services to promote student well-being and safety.
5. Availability and accessibility of post-graduation support services of international students.

II. When reading the SPIEQAA Standards:
   i. Each standard reflects a stage of the student lifecycle – each requirement must be taken into the context of its standard.
   ii. The standards and requirements are not negotiable, they were agreed upon and signed by COP in Nov 2022.
   iii. In the SPIEQAA Standards document, the columns to the right of the requirements help define it, provide guidance and interpretation of the expectation.

b) The developed pilot SPIEQAA Guidelines and Framework have been approved and the expectation is that colleges are proceeding with bringing their practices into line with the standards now.

OCQAS wishes to extend its most sincere gratitude to the those who participated in the consultation meetings and provided feedback (under very tight timelines) to enhance the QA process for SPIEQAA.
New Team Member

OCQAS has recently welcomed a new Quality Assurance Associate to help with the SPIEQAA process.

David Vares, the newest member of the team, comes to OCQAS with experience in both QA and with International Students. Pilot colleges will appreciate his strong communication and analytical abilities in support of this process. His engaging smile, factual approach, and dedication to success will also be valuable assets!

CQAAP

CQAAP 5-Year Review Results

Background

OCQAS completes a review of CQAAP every 5 years. The last review was undertaken in 2017-2018. The 2022-2023 review was very broad in reach and included all interested parties, translating into more than 60 sessions.

The main objectives for this quintennial review were to:
1) Address the Requirements that were causing the most issues across the system.
2) Respond to the Auditor General Report on PPPs and International Students.
3) Add to the program selection 4-12 the inclusion of not for funded programs.
4) Consider an enhancement theme as the process enters the fifth cycle
5) Address the self-study package submission that were lacking in evidence.
6) Analyse the site-visit (mode and duration)
7) Create a process to address unactioned recommendations from previous audits.

**Results**

Each objective was addressed and resolved during the 2022/2023 CQAAP review activities.

1) Address the Requirements that were causing the most issues across the system.
   - The “Evidence” column title was changed to “Examples of Supporting Evidence”.
   - More detail was added to the QA Mechanisms column, including Organizational Structure and Tools.
   - One take away from the process is the strong need to educate, guide, and train people in the preparation of an audit package. Often, the specific intent, the uniqueness of each requirement is unclear to the writer. To that effect, OCQAS is creating short, 3-5-minute videos to clarify the intent and uniqueness of the requirements that are the most challenging.
   - R1.2 and R1.5 required minimal language change: replaced the word “renewal” for “reactivation”.
   - R2.3 minimized the attention on the PLAR activity.
   - R3.3 required no changes.
   - Colleges expressed the need to better understand the requirement and its challenges to be more successful at meeting it. Bringing clarity on the role of PAC members, PAC meetings, the community, industry, and employer needs was discussed.
   - R4.3 Some edits were made to the QA Mechanisms and Evidence columns.
• R4.4 Removed the word ‘culminating’ and made some small language updates.
• R5.2 required no changes.
• R6.1 and R6.2 were amalgamated, to replace performance appraisal with reflective practice and/or continuous conversations. The same was done to R6.4 and R6.5.
Note: For detailed modifications, please refer to the Evolution of CQAAP Standards and Requirements on the OCQAS Website.
2) Respond to the Auditor General Report on PPPs and International Students
This was addressed under the SPIEQAA process and removed from the CQAAP activities.
3) Add to the program Selection 4-12 the inclusion of not for funded programs.
This was addressed under the SPIEQAA process and now removed from the CQAAP activities.
4) Consider an enhancement theme as we enter the fifth cycle
The commitment to the SPIEQAA process will require special attention from the colleges in the next cycle, therefore a decision was made to delay adding any other themes to the process.
The time between cycles was increased from 5 to 6 years and will be transitioning in the fifth cycle.
5) Address the self-study package submission that were lacking in evidence.
We have added an audit package option that includes the submission of a QA Book.
6) Site-Visit (mode and duration)
The visits will continue to be conducted virtually.
Imminent graduates have been removed from the graduate category.
7) Create a process to address unactioned recommendations from previous audits.
The OCQAS Management Board will require college presidents to explain the reason behind recommendations from the previous audit were not significantly implemented.
Moving Forward

A college going through CQAAP in 2023-2024 will have the option of using the new [2023-2024 version](#) or the previous version of the Standards and Guidelines and Framework released in [2022-2023](#). The Standards will not be modified in the next five years, only the Guiding Information, Mechanisms, and Examples of Supporting Evidence categories may be edited to help colleges with their work.

Streamlining the CQAAP process

Making a process more fluid often requires resources and so OCQAS also explored the removal of friction and/or obstacles. The consultations were very valuable in helping OCQAS find the pressure points in the process and the working groups helped build on the ideas to work at reducing them. OCQAS wishes to extend its most sincere gratitude to the those who participated in the consultation meetings and provided feedback in this exercise of continuous improvement for the CQAAP.