

College Quality Assurance Audit Process (CQAAP)

**QUALITY ASSURANCE PROCESS AUDIT:
INITIAL LEARNING & CONTEXT FORUM**

**SIMON FRASER UNIVERSITY
HARBOUR CENTRE, VANCOUVER.**

NOVEMBER 23, 2017



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

Preamble

ONTARIO QUALIFICATIONS FRAMEWORK

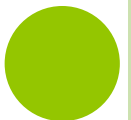
The Ontario Qualifications Framework includes all non-religious postsecondary certificate, diploma and degree programs offered under the auspices of the Province of Ontario, including apprenticeship certificates, the qualifications awarded by private career colleges, the qualifications awarded by public colleges, and degrees offered by public universities and institutions authorized to award degrees by a consent of the Minister of Training, Colleges and Universities of Ontario.

A. QUALIFICATION DESCRIPTIONS

The qualification categories distinguish between levels of knowledge based on a continuum ranging from the mastery of particular, established bodies of knowledge and skills to levels at the frontiers of knowledge where new knowledge is created and established assumptions and methods are challenged. Each qualification may be seen as a reference point along that continuum. The descriptions of each qualification outline its purpose, typical admission requirements and typical duration.

Descriptors	1	2	Certificate of		5	6	7	8	9	10	11	12	13
	Certificate I	Certificate II	Apprenticeship	Qualification	Certificate III	Diploma I	Diploma II	Advanced Diploma	Post-Diploma Certificate	Baccalaureate/Bachelor's Degree	Baccalaureate/Bachelor's Degree: Honours	Masters Degree	Doctoral Degree
Overall Program Design and Outcome Emphasis	Programs provide a level of skills, knowledge and attitudes to allow graduates to meet narrowly defined job requirements.	Programs provide a level of skills, knowledge and attitudes to allow graduates to work in a limited range of activities within a prescribed range of functions.	Programs require the apprentice to demonstrate the skills and knowledge in a specific trade or occupation. Training is workplace-based. Requires the successful completion of on-the-job training standards of skills and safety as recommended by industry (80-90%) and formal instruction incorporating a blend of theory and practice (10-20%) Learning outcomes and performance objectives are defined in provincial curriculum and training standards.	Programs require the successful completion of the qualification/ certification examination for a trade or occupation. A holder is qualified to be employed in a specific trade or occupation. A holder of the Ontario Certificate of Qualification with a Red Seal is qualified to practice a specific trade or occupation in participating Canadian jurisdictions.	Programs provide a level of skills, knowledge and attitudes to allow graduates to perform in a defined range of varied activities within a prescribed range of functions involving known routines and procedures. Programs also engage students in some learning in disciplines outside their main field of study.	Programs provide a level of skills, knowledge and attitudes to allow graduates to work within a broad range of technical and/or administrative requirements, coordination and evaluation.	Programs provide a level of skills, knowledge and attitudes to allow graduates to work within a broad range of technical and/or administrative requirements, coordination and evaluation, and engage students in learning in disciplines outside their main field of study.	Programs provide the knowledge, skills and attitudes to enable graduates to work within a broad range of technical and/or management functions in a broad range of occupational areas. Graduates understand both the required conceptual frameworks as well as applications related to the specific occupational area.	Programs either deepen knowledge and skills already gained through a diploma or advanced diploma program or provide graduates of baccalaureate programs with specific knowledge and skills related to an applied occupational area.	Programs provide some broad knowledge and conceptual sophistication, including specialized knowledge in at least one discipline or field.	Programs provide more conceptual sophistication, specialized knowledge and intellectual autonomy. Students learn appropriate applications of conceptual frameworks. Normally require students to prepare, under supervision, a terminal research paper, thesis, project, exhibition, etc. May also require to complete other practice-based exercises intended to develop and demonstrate the student's readiness for employment. Types: -Academically-oriented -Profession-oriented -In an applied area of study	Programs require the student to develop and demonstrate advanced research skills under supervision. Some programs require students to demonstrate the necessary research, analytical, interpretive, methodological and expository skills in course exercises. Types: -Profession-oriented -Research-oriented	Programs are thesis-based. Students must have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design and implement projects for the generation of significant new knowledge and/or understanding, and their ability to create and interpret knowledge that extends the forefront of a discipline, usually through original research or creative activity. Types: -Profession-oriented -Research-oriented
Preparation for Employment and Further Study	For employment at entry-level positions or to prepare graduates to begin postsecondary studies.	To provide workplace-based training in skilled trades or occupations.	To ensure individual's preparedness to be employed in specific skilled trade or occupation.	For employment at entry-level positions and for further postsecondary studies.	For employment at entry-level positions and for further postsecondary studies.	For employment at entry-level positions and for further postsecondary studies.	For employment at entry-level positions and for more specialized education at an advanced level.	For employment in a more specialized role and for further postsecondary studies.	For some second-entry professional degree programs, employment in a variety of fields, or advanced entry into an honours or specialist program of study in the field.	For entry into graduate study in the field, second-entry professional degree programs or, depending upon content, employment in a particular field of practice or employment in a variety of fields.	For either further study in the discipline or for employment in circumstances requiring sound judgment, personal responsibility and initiative, in complex and unpredictable professional environments.	For employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovation in tackling and solving problems.	
Typical Duration	At least 40 instructional hours.	240 to 500 instructional hours.	Up to five years depending on the trade or occupation.	N/A	Two semesters or 600-700 equivalent instructional hours.	1000+ instructional hours.	Four semesters or 1200-1400 equivalent instructional hours.	Six semesters or 1800-2100 equivalent instructional hours.	Two semesters or 600-700 equivalent instructional hours.	Six to eight semesters in duration (normally 90 to 120 credits, or the equivalent).	Eight semesters or more. Normally 120 credits or the equivalent). May be supplemented by required professional experience (e.g., supervised practice, internships, work terms, co-ops).	Three to five semesters. Normally 45-60 credits or the equivalent.	Three to five years in length, depending on the field and the speed at which individuals progress through requirements.
Admission Requirements	Secondary school diploma or equivalent; or at least 18 years old (PCC) or at least 19 years old (CAAT); or is the holder of an admission requirement established by the Board of Governors (CAAT) or Superintendent of Private Career Colleges (PCC) for a specific program of instruction and additional program-specific requirements.	Academic entry requirements are defined in regulation. May be up to grade 12 but varies depending on the trade or occupation. Other entry requirements may be determined depending on the trade or occupation. Minimum age: 16 years. Also CAAT admission requirements for Co-op Diploma programs.	Demonstration of equivalent experience in a trade or occupation including meeting the performance objectives as defined in the training standard recommended by industry.	Secondary school diploma or equivalent; or at least 18 years old (PCC) or at least 19 years old (CAAT); or is the holder of an admission requirement established by the Board of Governors (CAAT) or Superintendent of Private Career Colleges (PCC) for a specific program of instruction and additional program-specific requirements.	Ontario College Diploma, Ontario College Advanced Diploma, private career college diploma, degree or equivalent and additional program-specific requirements.	Ontario Secondary School Diploma or equivalent, six university or university/college courses at the Grade 12 level, a minimum average set by the institution and additional requirements as programs require.	Ontario Secondary School Diploma or equivalent, six university or university/college courses at the Grade 12 level, a minimum average set by the institution and additional requirements as programs require.	Baccalaureate/Bachelor's Degree: Honours or other undergraduate degree, plus bridging studies where necessary.	Normally a Masters degree, though some doctoral programs admit high-performing students with Baccalaureate/Bachelor's Degree: Honours degrees. In some cases, bridging studies may be required.				
Provider*	Private Career College (PCC)	PCC College of Applied Arts and Technology (CAAT)	Training provided by ministry-approved training delivery agents (majority are CAATs) and employers. The ministry issues the certificate.	Service provided by ministry Employment Ontario examination centres. The ministry issues the certificate.	CAAT	PCC	CAAT	PCC/CAAT	PCC/CAAT	Ontario public university/consent holder pursuant to <i>Post-secondary Education Choice and Excellence Act, 2000</i> .			
Qualification Awarded	PCC: TBD	PCC: TBD CAAT: Certificate	Ontario Certificate of Apprenticeship	Ontario Certificate of Qualification	CAAT: Ontario College Certificate	PCC: TBD	CAAT: Ontario College Diploma	PCC: TBD CAAT: Ontario College Advanced Diploma	PCC: CAAT: Ontario College Graduate Certificate	Baccalaureate/Bachelor's Degree	Baccalaureate/Bachelor's Degree: Honours	Masters Degree	Doctoral Degree

The historical circumstances that shaped Ontario Public College's approach to external quality assurance



BACKGROUND

2002

- Mandated under the “*Ontario Colleges of Applied Arts and Technology (CAAT) Act 2002*”
 - This legislation gave Ontario colleges the responsibility for autonomous program approval and development, with the requirement that processes be in place to ensure that they meet quality standards.

2003

- Framework for Programs of Instruction- Minister’s Binding Policy Directive- April 1, 2003 (section D-IV)
 - This policy defines the quality standards through a well developed Qualifications/Credential Framework.



BACKGROUND

2003

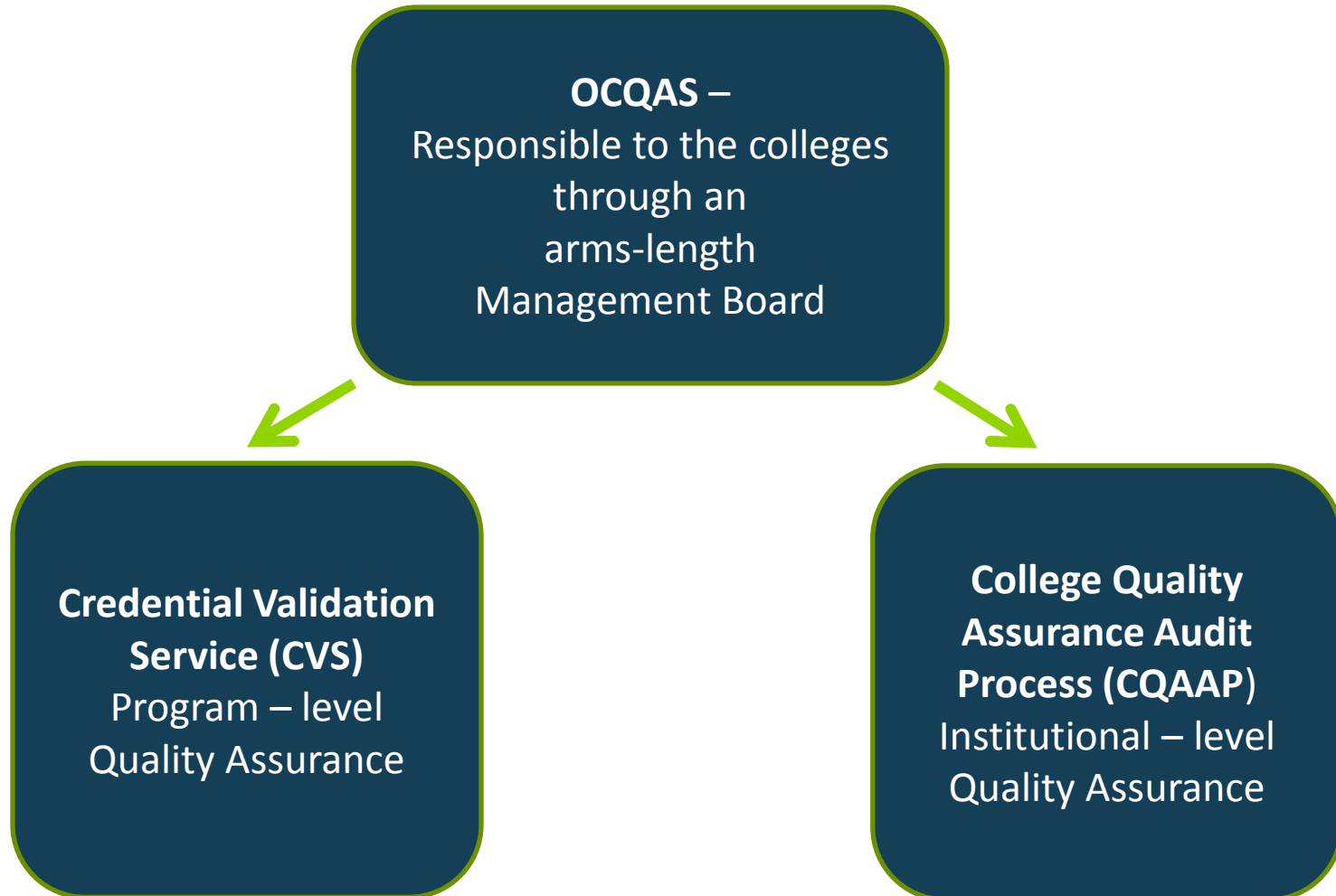
- A joint government – college sector group called CCVPA/MTCU Working Group decided to establish the **Ontario College Quality Assurance Service** to ensure programs of instruction, regardless of funding source, conform to the Credentials Framework.

2005

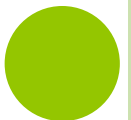
- OCQAS starts operations in February 1, 2005



ONTARIO COLLEGE QUALITY ASSURANCE SERVICES



The external quality assurance process for the Ontario Colleges



COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

GUIDING PRINCIPLES

To ensure that any quality assurance and improvement model developed for Ontario's colleges:

- **are consistent with international best practices;**
- **are effective, efficient, and cyclical;**
- give appropriate notice to colleges prior to review;
- **are described and operate as an audit to provide a review of each college's educational quality assurance processes and policies to ensure that minimum standards are met;**
- **follow a mandatory and clear process that identifies strengths and weaknesses, recommends improvements, and facilitates positive change;**
- distribute the preliminary report to the college for their response and include the college response in the final report;
- provide for categories of approval;
- **use an external, competent, mutually-agreeable, objective peer review panel;**
- provide a method and system for appeals against its decisions and reports;
- **provide for consistency of panel decisions;** and,
- are sustainable and affordable for the system as a whole and for the individual colleges in the system.

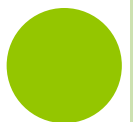


Recognized for following “Good Practice Guidelines” as stated by the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), November 2011.

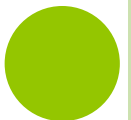


Five Year Cycle

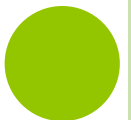
Year	College				
2015/2016	GRBR	CONF	ALGO	STCL	SENE
2016/2017	LOYT	SLAW	NIAG	HUMB	
2017/2018	FLEM	FANS	CENT	SHER	DURH
2018/2019	CAMB	CANA	MOHA	NORT	SAUL
2019/2020	GEOR	BORE	LACI	LAMB	CONS



*“The process is based on
an understanding of the
different ways colleges
work”*



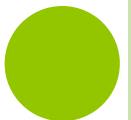
“The main purpose of assessment is to improve performance”



COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP) PRINCIPLES

Formative - Developmental

- Advance Self-regulation
 - Advance Quality



COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

AUDIT ELEMENTS

Internal – by the College

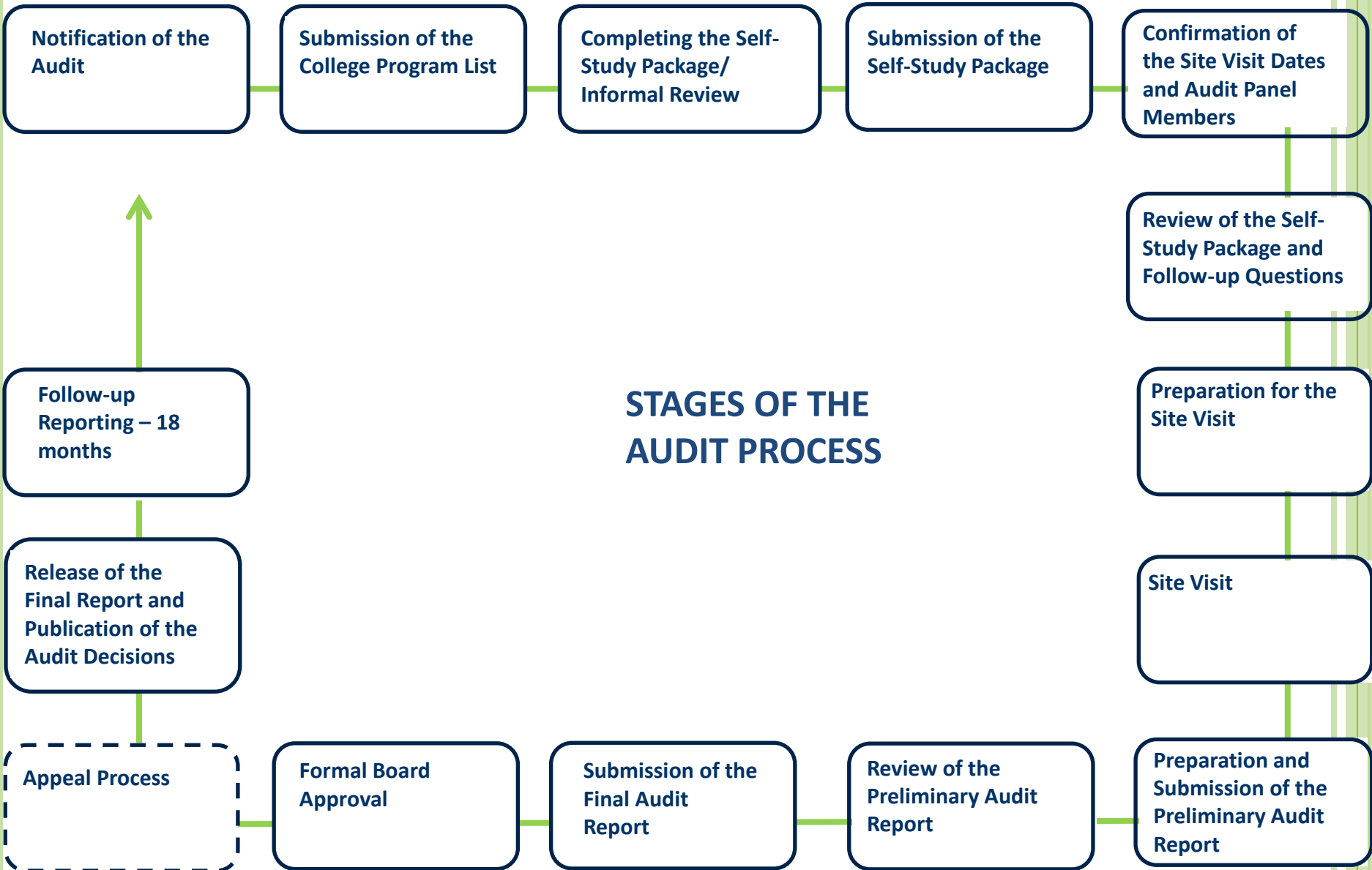
- To measure strengths and weaknesses of its own procedures against the standards and their respective requirements
- Documented through the Self-Study

External – Conducted by a panel

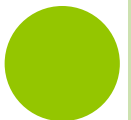
- To verify conformance to standards and their respective requirements
- To identify areas of opportunity for improvement
- Documented through a Auditors' Report



STAGES OF THE AUDIT PROCESS



*“Good assessment
requires clarity of
purpose, goals, standards
and criteria”*



COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

EVALUATION CRITERIA

- There are 32 Requirements, organized in six Standards:
 1. Program Quality Management System;
 2. Program Development;
 3. Conformity with Government Requirements;
 4. Program Delivery and Student Assessment;
 5. Existence, Monitoring and Communication of Academic Policies and Practices;
 6. Availability and Allocation of College-Wide Resources.

- For each requirement the College must provide evidence that demonstrates:
 - A critical assessment of areas of strengths and improvement of its quality assurance mechanisms;
 - The implementation of corrective measures to address areas for improvement;
 - An evaluation on their impact on continuous quality improvement.



COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

ASSUMPTIONS

Program Quality
Management
System

Program
Development

Conformity
w/Government
Requirements

Program
Delivery and
Student
Assessment

Existence, Monitoring
and Communication of
Academic Policies and
Practices

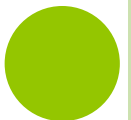
Availability and
Allocation of
College Wide
Resources

Development of Policies/ Procedures and Practices

Institutional Quality

Student Success across
all programs

Lessons learned



○ OCQAS

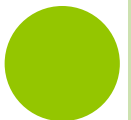
- Consistency
 - Auditor Training, Program Selection, Site Visit Requirements, Guiding Questions and Mechanisms

○ Colleges

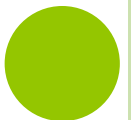
- Quality assurance processes in the colleges have matured over time
 - Colleges want to do well
- Faculty are very committed to student success
- Best practices
 - Every college has at least one best practice that they are well known for
 - Collaboration and sharing



What motivates the Ontario College system to continue to do this?



- MTCU/CCVPA Working group unwritten agreement
- The value/benefits



“On behalf of Niagara College, we would like to extend our sincere thanks for your leadership of a very engaging CQAAP site visit. We greatly appreciated the professionalism, preparation, and attention to detail of the panel, but more importantly, we appreciated the thoughtful, collegial and respectful conversations with the members of our college community. The process was an opportunity for our colleagues to pause and reflect on their work and all that we accomplish together to support excellence in teaching and learning at Niagara. The benefit of external review of our practices served to remind our community of our distinctive culture of caring and commitment to students and has, we are sure, validated that commitment and will serve to deepen and sustain our efforts.”

– Jeff Post, Manager, Academic Quality



THANK YOU!

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www.ocqas.org

