Credential Validation Service (CVS)

Credential Validation Guidelines

2023/2024

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About the Guidelines

The Guidelines were created to support Ontario colleges through the Credential Validation Service (CVS) Validation process for new programs and Modifications to existing programs.

The Guidelines are intended for college personnel involved with new program Proposal and program Modification Submissions to CVS for Validation or review. This resource, and other resources intended for subject matter experts and invested parties, can be found on the Ontario College Quality Assurance Service (OCQAS) website.

The Guidelines were created by the CVS team and were enhanced by feedback and input from invested parties within the college system.

The Guidelines address only the criteria and processes for a CVS Validation. Inquiries about funding submissions or other Ministry-related information should be directed to the Postsecondary Unit, Ministry of Colleges, and Universities (MCU). Inquiries about degree-level submissions should be directed to the Postsecondary Education Quality Assessment Board (PEQAB).

The Guidelines are updated annually to ensure alignment with current expectations within the Ontario college system. It is the responsibility of the user of these Guidelines to ensure they are referencing the current version.

Legislation Considerations

The information submitted to CVS is collected pursuant to the Freedom of Information and Protection of Privacy Act; Post-secondary Education Choice and Excellence Act, 2000; Minister's Binding Policy Directive; and all other relevant legislation.

Resources

The templates and reference documents in this guide are available through the OCQAS website in the Resources tab. For quick reference, the resource link is available by the page number throughout the document.

Glossary of Terms and Acronyms

Terms

Alignment Exercise   The comparison between existing VLOs and proposed new VLOs.

Mapping   A demonstrated alignment indicating the courses in which the VLO or EES will be taught and evaluated.

Modification   The Validation request submitted online or via email for existing and previously validated programs.

Program Description   The narrative that identifies the essential knowledge and skills that graduates of those programs of instruction will be able to reliably demonstrate (where no Program Standard exists). Program Descriptions are not published on the MCU website.

Program Standard   Ministry-approved publications that identify the essential knowledge and skills all graduates of those programs of instruction will be able to reliably demonstrate. Program Standards are published on the MCU website.

Proposal   The Validation request submitted online or via email for new programs.

Submission   A generic term used for both Proposals and Modifications via the CVS Anytime Anywhere Tool (CVS AA -Tool) or by email when required.

Validation   Formal CVS decision that the Submission conforms to the established Credentials Framework and are consistent with accepted college system nomenclature and/or program titling principles.

Acronyms (with French equivalents)

English Acronyms	English Title	French Acronyms	French Titles
APS	Assigned Program Sequence	SPA	Séquence de programme assignée
CQAAP	College Quality Assurance Audit Process	PAMAQC	Processus d'audit en matière d'assurance de la qualité des collèges
CVS	Credential Validation Services	SVTC	Service de Validation des titres de compétence
CVS AA - Tool	Credential Validation Service Anytime Anywhere Tool	Outil SVTC-AA	Outil Anytime Anywhere du Service de Validation des titres de compétence
EES	Essential Employability Skills	RARE	Résultats d'apprentissage relatifs à l'employabilité
EL	Experiential Learning	AE	Apprentissage par l'expérience
MCU	Ministry of Colleges and Universities	MCU	Ministère des Collèges et Universités
MTCU Code	Ministry of Training Colleges and Universities code	Code MFCU	Code du Ministère de la Formation, des Collèges et Universités
OCAD	Ontario College Advanced Diploma	DACO	Diplôme d'études collégiales de l'Ontario de niveau avancé
OCC	Ontario College Certificate	CECO	Certificat d'études collégial de l'Ontario
OCD	Ontario College Diploma	DECO	Diplôme d'études collégiales de l'Ontario
OCGD	Ontario College Graduate Certificate	CPCO	Certificat postdiplôme collégial de l'Ontario
OCQAS	Ontario College Quality Assurance Service	SAQCO	Service de l'assurance de la qualité des collèges de l'Ontario
OQF	Ontario Qualifications Framework	CCTC	Cadre de classification des titres de compétence
PAC	Program Advisory Committee	CCP	Comité consultatif de programme
PEQAB	Postsecondary Education Quality Assessment Board	CEPEQ	Commission d'évaluation de la qualité de l'éducation postsecondaire
PFAAM	Program Funding Approvals and Administration Module	MAAFPE	Module d'administration et d'approbation du financement des programmes d'étude
PSU	Program Standards Unit	UNP	Unité des normes relatives aux programmes
VLO	Vocational Learning Outcomes	RAFP	Résultats d'apprentissage de formation professionnelle

Contact

The CVS is committed to transparency and consistency in all interactions with invested parties. Should you have additional questions and/or require additional support, we encourage you to review the CVS resources found on the website (www.ocqas.org), or contact CVS via email (cvs@ocqas.org).

About CVS: Responsibilities and Regulatory Requirements

The CVS provides Validation of programs of instruction to Ontario's colleges, which supports every college's ability to respond to community and industry needs. The CVS Validation process is consistent with the requirements of the Minister's Binding Policy Directive for *Framework for Programs of Instruction*. The mandates of the CVS stated in this policy are:

- providing reasonable assurance that all programs of instruction, regardless of funding source, conform to the established Credentials Framework and are consistent with accepted college system nomenclature and/or program titling principles; and,
- maintaining the integrity of the credentials and protecting the interests of students and employers who require a reasonable guarantee of consistency and quality in Ontario's programs of instruction.

The CVS follows an outcomes-based credentialing model, which requires that colleges educate students in accordance with pre-established and validated outcomes for each Ontario college credential. The Credentials Framework represents the *minimum* provincial requirement for credentials awarded and applies to all programs of instruction, regardless of funding source.[1]

Mission and Vision

The CVS operates within OCQAS. The mission and vision statements of OCQAS apply to all services provided, including CVS:

Vision: To be acknowledged globally as a leading post-secondary education quality assurance agency in Canada.

Mission: To guide and support the public college system in Ontario through institutional quality assurance to achieve a standard of excellence recognized by students, graduates, employers, government, and the communities they serve.

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[1] Framework for Programs of Instruction p.10, p.14
http://www.tcu.gov.on.ca/pepg/documents/FrameworkforPrograms.pdf

CVS Accountability

In the spirit of continuous improvement, OCQAS engages in a CVS review every five to seven years to identify achievements and gaps in the service and make any necessary adjustments. The CVS service review engages multiple invested parties throughout the Ontario college system in a comprehensive examination of the service. The last review took place in the 2020–2021 academic year.

Ontario Qualifications Framework

The Ontario Qualifications Framework (OQF) details the "knowledge and skills (learning outcomes) which each credential or qualification (e.g., certificate, diploma, bachelor, masters, or doctoral degree) is intended to achieve."[2] For full details please review the OQF online. In alignment with the Framework for Programs of Instruction and the Credentials Framework, Ontario colleges require CVS Validation for the following credentials: Ontario College Certificates (OCC) (including Apprenticeship OCC), Ontario College Diplomas (OCD), Ontario College Advanced Diplomas (OCAD), and Ontario College Graduate Certificates (OCGC).

Colleges seeking new program Validation are required to align to an existing MTCU code where possible. If this is not possible and a single MTCU code does not represent the proposed new program, alignment to two codes is permitted. Where two codes are used, a new MTCU code is created by the MCU. See Appendix C for an example of Mapping to two MTCU codes.

Table 1 provides an overview of the MTCU code grouping by credential, typical duration, and typical number of semesters. The specific MTCU codes can be found in the APS table.[3]

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[2] Ministry of Colleges and Universities, 2021, para. 1
[3] APS Table is found on the OCQAS webpage https://www.ocqas.org/wp-content/uploads/2022/09/MTCU-APS-Table_Sept-2022.xlsx

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Table 1. MTCU Codes Parameters

MTCU Code Groupings	Ontario College Credential	Hours Range as per OQF	Total Semesters
N/A	Certificate – Board[4] approved	240–500	Locally determined
40000	Ontario College Certificate (OCC)	600–700	2
	OCC Apprenticeship	480–840[5]	2-3
50000	Ontario College Diploma (OCD)	1,200–1,400	4
60000	Ontario College Advanced Diploma (OCAD)	1,800–2,100	6
70000	Ontario College Graduate Certificate (OCGC)	600–700	2
80000	Bachelor's Degree	See PEQAB	8

Each MTCU code aligns with a College Program Standard or a Program Description; the CVS AA - Tool has a database of existing College Program Standards and Program Descriptions. The database was developed in early 2018 and therefore, programs developed prior to 2018 may not be included in the database.

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[4] College's Board of Governors
[5] The hours range for Apprenticeship OCCs differs from the hours range for OCC in response to the hours designated by the Ministry of Labour Trades and Skills Development – Skilled Trades Ontario Curriculum Standards for the respective trade codes. These hours represent the in-class portion of apprenticeship training.

Program Standards and Program Descriptions

Program Standards and Program Descriptions are the starting point for program development, program review and renewal across the Ontario college system.

College Program Standards

Program development using College Program Standards requires full alignment with the elements articulated in the Standard: the program title, vocational learning outcomes, essential employability skills, and general education requirements. Individual colleges offering the program of instruction can determine the specific program structure, delivery methods, assessments, and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the Standard.

College Program Standards are developed, reviewed, and approved by a unit of the Postsecondary Education Quality Assessment Board (PEQAB) called the Program Standards Unit (PSU). The process used to develop a Standard is comprehensive and involves a range of invested parties including employers, employees, regulatory bodies, professional associations, graduates, students, faculty, and college administrators.

Program Descriptions

Program development using Program Descriptions requires alignment with previously validated vocational learning outcomes. Requirements for titling, essential employability skills (EESs) and general education must be adhered to. The responsibility for the development and review of Program Descriptions stands with the colleges. Colleges are responsible for ensuring that Program Descriptions maintain their currency and relevance. The Minister's Binding Policy Directive requires that all programs have Program Advisory Committees (PACs) to advise colleges on the essential learning that graduates of a program should achieve. Through the College Quality Assurance Audit Process (CQAAP), it is recognized that colleges have processes to review programs and collect input from PACs and other invested parties to update vocational learning outcomes to keep them current and relevant.

As with Program Standards, individual colleges offering these programs of instruction (Program Descriptions) determine the specific program structure, delivery methods, assessments, and requirements for program curriculum.

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CVS works to maintain currency in Program Descriptions through its CVS AA - Tool. Working with old versions of Program Descriptions can be complex at times. All colleges are encouraged to share their revised Program Descriptions with CVS via email so CVS can update the tool accordingly to give colleges access to the most current versions of Program Descriptions.

CVS Process Overview

All Submissions to CVS (formal or informal, Proposals or Modifications) undergo a thorough review to ensure that programs meet or exceed the expectations and requirements set out in government policy through the Minister's Binding Policy Directive, *Framework for Programs of Instruction* (which includes the OQF) and *Admissions Criteria*.

The process of Validation can involve iterations of a program Submission. CVS staff and college personnel collaborate to refine and revise program Submissions prior to Validation. Review and feedback for Submissions are guided by outcomes-based education (OBE) principles.

Validation (Formal Review)

Validation is required for:

1. **New Program Proposal**. Validation is required for a **new** Ontario College Certificate (OCC) (including OCC Apprenticeships), Ontario College Diploma (OCD), Ontario College Advanced Diploma (OCAD), or Ontario College Graduate Certificate (OCGC) programs, regardless of the program's funding source.
2. **Program Modification**. Validation is required for Modification to **existing** Ontario College Certificates (OCC) (including OCC Apprenticeships), Ontario College Diplomas (OCD), Ontario College Advanced Diplomas (OCAD), or Ontario College Graduate Certificates (OCGC) programs, regardless of the program's funding source. Different types of program Modifications require CVS Validation, MCU approval, or both (see Table 2 below). Colleges can contact CVS and/or MCU staff to clarify the type of program Modification and confirm the required Validation/approval steps.

Note: For those seeking a program Modification Validation, Table 2 provides a summary of CVS Validation and MCU approval requirements for Modification changes. This table will help determine if CVS Validation is required.

Table 2. Type of Program Modification

Type of Modification	CVS Validation	MCU Approval
Program Title (requires Submission of updated VLOs)	✓	✓
Program Content: greater than 25% change in vocational learning outcomes theme/dimension (intent)	✓	✓
Funding Status: Validation for funded version of an existing, non-funded program	✓	✓
Funding Status: Validation for non-funded version of an existing, funded program	✓	[6]
System-Level Admission Requirements	✓	✓
Program Length or Total Number of Hours: *greater than 25%* change in program length or total number of hours		✓
Instructional Settings: *greater than 25%* change in instructional settings		✓

Informal Reviews

The purpose of an informal review is to seek guidance and feedback on the content of the program Submission, more precisely any Modifications brought to VLOs in a new Proposal or program Modification. Refer to the Submission Method Table 3 as a guide.

The feedback provided during an informal review is based only on the information provided at the time of Submission. Recommendations or feedback may be provided by CVS at the formal Submission.

Formal and Informal Review Submission Overview

There are two ways to submit new program Proposals and program Modification for Validation and review:

1. CVS AA - Tool (online)
2. Email the CVS Template for Informal Review

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[6] Validations that do not require Ministry approval are sent by CVS to the Ministry for information only.

The table below summarizes the method for Submission depending on the request and the type of feedback (formal or informal).

New programs that must undergo an informal review, will need to be entered in the CVS AA Tool formally for Validation.

Table 3. Submission Method

		Mapped to a Program Standard	Mapped to a Program Description	Submit by email using the Informal Review Template	Submit via CVS AA Tool (Online)
Title Modification, Program Modification and VLO Updates	Program validated before 2018	✓		✓	
	Program validated before 2018		✓	✓	
	Program validated after May 2018	✓			✓
	Program validated after May 2018		✓	✓ Required informal review prior to the CVS AA Tool Submission	✓
New Program	New Program Proposal	✓			✓
	New Program Proposal		✓	✓ Required informal review prior to the CVS AA Tool Submission	✓

Email to cvs@ocqas.org

Submission Output (Communication & Documentation)

Formal and informal program Submissions are reviewed by at least two CVS staff members to ensure consistency. CVS guarantees a response to a Submission within 15 working days.

After the CVS staff reviews a formal or informal Submission, they will respond to the college using the same method used for the Submission. If the Submission was sent through the CVS AA - Tool, a response will be sent through the tool; if the Submission was sent by email, a response will be sent by email. Depending on the nature of the Submission, there may be several revisions between CVS and the college. There are typically 1–4 iterative revisions between initial Submission and Validation.

Informal Review Output

When an informal review concludes and CVS determines that a program is ready to be formally submitted for Validation, CVS will honour its decision for up to three (3) months from the date of agreement (with respect to the parts of the Submission that were reviewed). When the formal review leading to Validation is not submitted within this timeframe, the Submission has typically changed from its original intent and therefore requires a full review. Additionally, it is possible that another college has submitted a program for Validation within the same code since the informal review concluded, affecting CVS's perspective on the program and may affect the VLO Modifications and Mapping of the informal Submission.

Formal Review Output

When a formal review occurs and the program is validated, a Validation decision letter and program application document are emailed to the college and to the MCU. In cases where colleges plan to seek MCU funding approval, the college must submit the *Validation Decision Letter*, the *Program Application Document,* and all other required documents directly to the Colleges Unit using the Program Funding Approvals and Administration Module (PFAAM) to complete the approval for funding request. MCU requires different, and additional, information than what is required by the CVS, including the Board Attestation form, signed by the college president, and the Program Delivery Information (PDI) form.

New Program Proposals

Proposal Components

For new program Proposals, colleges are required to provide the following information. This list is organized in the same order that sections appear in the CVS AA - Tool:

1. Basic Information
   - MTCU Code Selection
   - Program Title Selection
   - Credential Level
   - Funding Request/Type
2. Program Description
   - Program Purpose
   - Admission Requirements
   - Occupational Areas
   - Laddering Opportunities
3. Program Vocational Learning Outcomes
4. Program Curriculum
5. VLO Mapping
6. EES Mapping (where applicable)
7. Certification
8. Contact Information

Appendix A - New Program Proposal Considerations and Appendix B – CVS New Program Proposal Checklist are useful resources that provide guidance on the required information for each component of the Proposal.

Steps for New Program Proposal Submission

This section details the steps required to submit a new program Proposal in the CVS AA - Tool. Please note that Appendix A provides detailed information and recommendations related to each component of a new program Proposal Submission. The CVS New Program Proposal Checklist is a guide for colleges to ensure Submissions are complete. The checklist is not submitted to CVS.

Note: New program Validations that are mapped to two MTCU codes <u>must</u> be submitted via email first for informal review. Informal reviews are required for new program Proposals where

the program is aligned with a Program Description. For informal review, complete all applicable sections of the current *CVS Template for Informal Review* and email to cvs@ocqas.org

The steps to complete a new program Proposal via the CVS AA - Tool are as follows:

1. **Search for and select the MTCU code that best aligns with your proposed new program.**
   - If the new program Submission aligns with two codes, an informal review is required prior to entry into the CVS AA - Tool. Appendix C provides a sample Alignment Exercise using two MTCU codes.

2. **Compete the Basic Program Information Section**
   - Enter the proposed title of the new program. Ensure compliance with the *CVS Titling Protocols*. For new program Proposals, colleges are encouraged to reach out to CVS directly for feedback on optional titles and title modifiers to be selected.
   - Select the Credential Level for the new program.
   - Identify if the new program Proposal will seek funding.
   - Colleges that want to validate the same program as both funded and non-funded are required to receive Validation of one of the versions first **before** submitting the other for Validation.

3. **Complete the Program Description Section**
   - Enter the proposed program purpose if different from the base program purpose.
   - Enter the proposed program admission requirements if different from the base program admission requirements.
     - Colleges are required to use the OQF to determine the system-level admission requirements associated with the credential. Subsequently, colleges can add program-specific and/or oversubscribed requirements.
   - Enter and explain related occupational areas associated with the proposed program. Include the associated/relevant NOC code(s), a connection to the field(s) of practice (i.e., where do people find jobs), and labour market data (i.e., expected job prospects, statistics).

   Important Note from the Ministry on January 26, 2023
   > 3...1. *As you may know, every ten years, the National Occupational Classification (NOC) undergoes a major structural revision whereby the framework of the Classification and the existing occupational groups are reviewed. The release of the 2021 NOC is the product of this 10-year cycle.*

> *As ministry staff indicated during this week's HQM committee meeting, the PFAAM system does not currently allow for 2021 NOC to be included as part of a college Submission. While the ministry works towards updating PFAAM, they have asked that college staff continue to input NOC 2016 codes into PFAAM. In addition, they are also requesting that the 2021 NOC codes be included in the CVS description documents. Colleagues at OCQAS are aware of this request as well. ([link to 2021 NOC Codes](link))*

- Enter and explain laddering opportunities. Laddering opportunities should include both pathways into and out of the program and should align with program-specific admission requirements, where they exist.

4. **Complete the Program Vocational Learning Outcomes section**
   - Enter the program VLOs based on a completed VLO Alignment Exercise. See Appendix C for examples.
   - VLOs for a Program Standard cannot be changed, but additional VLOs can be added. Additional VLOs are required if there is a title modifier included in the proposed title.
     - See Appendix D for adding VLOs to proposed programs with title modifiers.
   - VLOs for a Program Description may be modified or removed using the following process:
     - Select whether the proposed program will use the base VLO, propose a new VLO, or not include the original VLO.
     - For proposed new VLOs, enter a rationale as to how the proposed VLO differs and aligns with the base VLO.
     - Enter a rationale when a base VLO is not included.

5. **Complete the Program Curriculum section**
   - Enter the proposed program's curriculum. Each course must be listed and include the following information: semester number, course code, number of hours, course title, and course description.
   - Use the OQF or Table 1 to determine an appropriate number of hours and semesters for the chosen credential.
   - Total program hours must be within +/-10% of the listed hour range on the OQF (see Table 1 for credential program hours). Total hours per semester are typically 300–350 +/-10%, though some exceptions may apply in consultation with CVS.

Experiential Learning

- Ministry definition: Experiential learning (EL) is an educational activity facilitated and supported by a college through which students learn while doing. Students

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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.

- Courses identified as Experiential Learning (EL) require that the student is practicing 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 skill in an EL course.

- 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.

- 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:

If you answer YES to one of the following questions, the course is most likely **NOT** an EL.	If you answer YES to this question, the course can be identified as an EL
Will theory be included in this course?	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?
Will the faculty teach new skills in this course?	

6. **Complete the VLO map**
   - Each course must be mapped to at least one VLO unless it is a general education course or elective. Should an elective course be mapped, the college accepts the responsibility to ensure that the VLO is in fact, assessed.
   - Each VLO must be mapped to a minimum of two courses to ensure students have a reasonable opportunity to reliably demonstrate their achievement of each VLO.

7. **Complete the EES map**

- Each EES must be mapped to a minimum of two courses to ensure students have a reasonable opportunity to reliably demonstrate their achievement of each EES.
- Mapping to EESs is not required for Ontario College Graduate Certificate programs.

8. **Complete the Certification section**
   - Select if certification/accreditation is required by the vocation. If certification/accreditation is required, select one of the following:
     - There is a legislative requirement that program graduates must be certified or licensed by a regulatory authority to practice or work in the occupation and this certification is being sought; or,
     - There is a voluntary (i.e., not required by legislation) licensing or certification for entry-to-practice in the profession or trade and that voluntary recognition of a regulatory authority is being/not being sought.

9. **College Contact section**
   - The person responsible for drafting the program Proposal Submission will automatically show as the contact person in the CVS AA - Tool.

10. **Submit**
    - To submit the new program Proposal for Validation, click 'Submit.' To submit the new program Proposal for review, click "Request Feedback." It is important to select "Back to college applications" after the Submit button to release the application to CVS. If it is not selected, the transaction is not complete and will not be accessible for CVS.
    - The college contact will receive an email confirmation of the Submission.

Program Modifications

Steps for Program Modification Submission

The process to submit a program Modification request differs depending on the program's original Validation date. See Table 3 for Submission methods.

Modifications using the CVS AA - Tool:

1. Find the Validated program on the CVS AA - Tool.
2. Select "Titling Modification" function or "Program Modification" function and complete the appropriate section(s).
3. Clearly outline the rationale for the proposed Modification in the "Comments" section.
4. Review VLOs to ensure alignment with Modification.
5. Click "Request Feedback" on the 'Submit' tab in the tool. An email confirmation will be sent to the college contact upon Submission.

Modifications submitted via email.

*   Complete all applicable sections of the most recent *CVS Template for Informal Review* and email to cvs@ocqas.org.

Regardless of when the program was originally validated, informal reviews are required for program Modifications if the program is aligned with a Program Description. Certain modifications will also require a completed VLO and EES Mapping Template.

Steps for Program Title Modifications

Colleges can request to modify the title of a program aligned with a Program Description or to add a title modifier to a program aligned with a Program Standard. Reasons to modify/add a modifier to a program title include alignment with current nomenclature, emerging areas of specialization, and/or proposed changes to program content. CVS Validation is required for all program title Modifications, including the addition/removal of a title modifier.

When considering a program title Modification, the following steps should be taken:

1. Review the original MCU funding letter for the program, specifically Appendix A, Standard Terms and Conditions of College Program Funding Approval Review, to confirm MCU requirements for program title Modifications.
2. Review the *CVS Titling Protocols* document to ensure compliance with protocols.

3. Review the vocational learning outcomes to ensure alignment with proposed title Modification; revise/update outcomes as necessary.

   Note: All program title Modifications require Modification to outcomes. For example, adding a modifier to a Program Standard requires the addition of at least two vocational learning outcomes.

4. Secure the endorsement for the proposed title Modification from the Program Advisory Committee (PAC).
5. Submit the program title Modification request as per the directions in Table 3 above, based on the program's original Validation date.
6. After the CVS Validation letter is received, submit the validated title to MCU for approval via the PFAAM system.

Note: When an update to a Program Standard includes a program title change, colleges do not need to submit a program title Modification request to CVS unless instructed to do so in the MCU release memorandum. Instructions for appealing the application of a Program Standard, including the application of a new title, are included in the release memorandum.

Steps for Program Content Modifications

Colleges can request a Modification to program content to ensure currency with the field of practice and to reflect changes in level of specialization. These changes are typically expressed through changes to program vocational learning outcomes but may also include significant changes to courses, hours, certifications etc.

1. Review the MCU funding letter for the program, specifically Appendix A, Standard Terms and Conditions of College Program Funding Approval Review, to confirm MCU requirements for program Modifications.
2. Confirm the scope of proposed Modifications to vocational learning outcomes meets the minimum 25% threshold set by MCU for a formal program Modification Submission.
3. Determine if the proposed Modifications to vocational learning outcomes require a program title Modification. Note: If the proposed Modifications to vocational learning outcomes require a program title Modification, refer also to the Program Title Modification process above, in addition to the Program Content process. Adding or removing VLOs to or from an existing program does not always require title Modification. The end goal is to ensure that there is alignment between the VLOs and the title.

4. If the proposed Modifications to program vocational learning outcomes do not require a title change, submit the Modification request as per the direction in Table 3 above, based on the program's original Validation date.
5. After the CVS Validation letter is received, submit the validated Modification to MCU for approval via the PFAAM system.

Steps for Funding Status Modification

Adding a Funded Version of an Existing Non-funded Program

Colleges can request a Modification to the funding status of an existing program to add a funded version. Adding a funded version of an existing non-funded program is a common practice for colleges that initially launch a non-funded program for an international-only cohort.

1. Submit the Modification request as per the directions in Table 3 above, based on the program's original Validation date.
2. After the CVS Validation letter is received, submit the validated Modification, along with other required information pertinent to a Request for Approval for Funding to MCU for approval via the PFAAM system.

Adding a Non-funded Version of an Existing Funded Program

Colleges can request a Modification to the funding status of an existing program to add a non-funded version. For example, colleges seeking to attract international students might add a two-year non-funded version of an existing one-year funded graduate certificate. (See Special Considerations for OCGC sub-section for more information on Ontario College Graduate Certificates.)

1. Submit the Modification request as per the direction in Table 3 above, based on the program's original Validation date.

Steps for Admission Requirement Modifications

Colleges require documented evidence and rationale to support changes to admission requirements. Admission requirement changes are typically requested as a result of a formal program review. Colleges requesting admission requirement changes will have conducted thorough consultation with their Registrar and considered the importance of the role of colleges in the PSE system as upholding the principles of equitable access.

System-Level Admission Requirement Modifications

System-level admission standards are set by the MCU and outlined in the OQF. Modifications to system-level requirements must meet these standards. Changing system-level requirements to be more stringent requires strong justification, such as a professional or regulatory body requirement. System-level admission requirement Modifications will be almost exclusively relevant at the OCGC credential level. These system-level admission requirement changes are reported to the MCU by CVS.

- Submit the admission requirement Modification request as per the direction in **Table 3** above, based on the program's original Validation date.

Program-Level Admission Requirement Modifications

Program-level admission requirements are determined locally by the college to support selection based on prerequisite subject-specific knowledge and skills needed for student success in the program. Modification to program-level admission requirements must be reported to MCU by CVS where the Modification is making the admission requirement more stringent. For example, in an oversubscribed program, if a college wanted to add additional requirements like requesting supplemental information (e.g., an interview or portfolio), this change would need to be reported to MCU via CVS. Where the Modification to the program-level requirement is making admission to the program less stringent; this change does not have to be reported to the MCU via CVS.

- Submit the admission requirement Modification request as per the direction in **Table 3** above, based on the program's original Validation date.

Submission Withdrawals

Program development is a dynamic process, and a college may need to withdraw a Submission. Colleges can withdraw a CVS Submission at any time *before* CVS Validation is received. There are two ways to withdraw a Submission:

1. **Email Submissions:** Notify CVS via email.
2. **CVS AA - Tool Submissions:** Login to the CVS AA - Tool and delete the Submission.

Resources and Support

The OCQAS Management Board requires that individuals responsible for preparing program Submissions for Validation complete basic CVS training before submitting a program Proposal. Individuals must complete the following asynchronous training materials, which can be accessed on the OCQAS website:

   o   CVS Audio Guided PowerPoint Workshop.
   o   Writing Vocational Learning Outcomes Tutorial.

This training is also available and open to all individuals, new and experienced, who are seeking to update their skills. To set up a personalized training session please email the request to cvs@ocqas.org.

Additionally, the CVS provides ongoing training, orientation, and workshops with college personnel to ensure full comprehension of the Validation application process and the requirements thereof. Workshops provide participants with the opportunity to:

- Review the process and requirements for submitting a program application.
- Discuss system-wide challenges/needs regarding select components of program Submission (e.g., titling, existing Program Standards and Program Descriptions).
- Identify and discuss key components of a program Submission (program Mapping, vocational learning outcomes, admission requirements, program curriculum, regulatory status).
- Identify best practices for submitting program Submissions.
- Analyze various examples of program Submissions.
- Complete a program Submission using select tools and information (e.g., existing Program Descriptions and Standards, Credential Framework, Titling Protocols).

Note: OCQAS sends changes and updates to those signed up for the CVS email list. To be added to the list, contact us at cvs@ocqas.org

Appendix A: New Program Proposal Considerations

MTCU Code Selection and Alignment

Selection of an MTCU code for a new program is the first and most important step of the new program Proposal process because it creates the framework for all components of the program. When selecting an MTCU code for a new program, it is important to consider the unique aspects of each MTCU code, such as:

- the nature of the programs that already exist under that code (e.g., title, instructional settings, program duration, tuition limits, program weight and funding unit, etc.); and,
- alignment with the outcomes of the program the college is developing.

An example of Mapping to one MTCU code can be found in Appendix C.

Retired MTCU codes are annotated with an '*' in the 'Browse MTCU Codes' section of the CVS AA - Tool. If an MTCU code is retired, it should not be used to develop new programs (unless it is the only and closest code available to do the Mapping).

Note: As the Ministry's funding review does not include the same elements as the Validation undertaken by CVS, a program may be assigned to a different MTCU code during the Ministry's program approval process.

Aligning to More Than One MTCU Code

New programs submitted to the Ministry aligning to two MTCU codes might require longer processing times because the Ministry must do a complete assessment that involves reviewing the VLOs to assign an MTCU code and then determining the program weight and funding unit.

It has been determined, through collaboration with the Ministry, that colleges developing new and innovative programs that require a new MTCU code need to demonstrate the nature of the program by aligning/Mapping to two codes. When considering two MTCU codes to map against, it is important to determine the rationale for selecting each code. Mapping to more than one MTCU code should be done to demonstrate the uniqueness of the new program and how it differs from the existing MTCU codes. Mapping to two MTCU codes is <u>required</u> if you are developing a program for a new field of practice.

Creating a program that is aligned to more than one MTCU code <u>requires</u> an informal review via email prior to submitting the program application in the CVS AA - Tool. This enables CVS to

clearly see the alignment to each proposed code. Submission instructions can be found in Table 3 of these Guidelines. The CVS AA – Tool does not easily allow for Mapping to two MTCU codes. Guidance from CVS is required to complete a Submission using two MTCU codes.

When aligning to two MTCU codes, it is important to follow these requirements (see example in Appendix C):

1. Align each proposed VLO to the related VLO in the existing Program Description(s) and/or Standard(s). Ensure that the theme/dimension (intent) of the existing VLO is considered and captured in the proposed VLO, where relevant.

2. If an existing VLO is not to be used in the proposed VLOs, leave the space blank and provide a rationale to justify its exclusion.

3. Ensure the proposed VLOs are appropriately numbered.

After the informal review is complete, CVS reviews the final alignment and annotates the percentage of VLOs aligned to each of the two MTCU codes in the Validation rationale. Guidance is provided by CVS to the college on which code to use to submit the Proposal in the CVS AA - Tool. Once validated, CVS then informs the Ministry of the appropriate program area to which the proposed program aligns. The Ministry can then aggregate the program weight and funding unit accordingly. For example, a Validation rationale might be: *"Well-developed program; mapped to two MTCU Codes at the right credential and field of practice. 43% of Proposed Program VLOs align to MTCU Code 71010 and the other 57% to 72020."*

Aligning to the Same Occupational Field but Different Credential

If an MTCU code (College Program Standard or Program Description) does not exist for a specific credential type, but an MTCU code does exist for a different credential type in the same field of study, the Program Standard or Program Description for the different credential can be used to complete the Alignment Exercise. This is done by using MTCU code families.

Within the 5-digit MTCU code, the first digit of the code indicates the credential. The last 4 digits represent the code family (vocational area). Programs in adjacent code families have similar occupational areas:

5-digit MTCU code	Credential	Code family (vocational area)
7**0223**	Graduate certificate for Human Resources Management	

6**0223**	Advanced diploma in Business Administration – Human Resources	The **0223** code relates to the **field of Human Resources**
5**0223**	Diploma in Business – Human Resources	
4**0223**	Certificate in Human Resources Practices	

If a diploma does not already exist in this field, the vocational learning outcomes for the advanced diploma or the certificate program should be used to complete an Alignment Exercise. Consult with CVS if alignment to a different credential level is required.

When Mapping to an MTCU code of a different credential, it is important to demonstrate the proper level of performance for the proposed program VLOs. For example, if the proposed program is an OCGC but the MTCU code is for an OCD, then the modified VLOs should reflect the depth of an OCGC as outlined in the *Framework for Programs of Instruction*.

Aligning to Outdated Program Descriptions and Standards

CVS has hundreds of Program Descriptions on file that were initially created and prepared as guidelines for new program development. They usually include a program purpose and vocational learning outcomes, and they sometimes include an indication of admission requirements. Many of these Program Descriptions were created years ago with little oversight, but they are still the starting point when creating a new or similar program in a related field of practice/credential. Colleges have a great deal of flexibility in terms of revising Program Descriptions to suit their current needs.

When aligning to outdated Program Descriptions:
- Review the relevance of the program title.
- Assess if the credential being offered is appropriate.
- Ensure the program purpose is current and relevant to industry needs and graduate expectations.
- Determine whether the VLOs reflect the skills and knowledge graduates will have upon completion of the program.
- Use the program goals as a starting point for developing clear and concise VLOs.
- Determine the types of employment opportunities for graduates and labour market demand.

Contact CVS with any questions about the currency of Program Descriptions or Program Standards.

Program Title Selection

Program titles must follow *CVS Titling Protocols* regardless of whether the program is mapped to a College Program Standard or Program Description.

Title Criteria

The following criteria should be considered when selecting a program title:

1. The title suggested for a new program should align with the titles that already exist in the same MTCU code family. The MTCU's APS Table is a good source to check for existing program titles.
   - If an MTCU code has a College Program Standard, the program title must be the same as that of the Standard and cannot be changed.*
   - If an MTCU code has a Program Description, the program title can be changed, but the title selection should be reflective of the program focus. A suggestion would be to have <u>at least one</u> of the words in the MTCU code family embedded in the new title.
2. Titles should describe a field of study and not a job title (e.g., Mechanical Engineering Technology <u>not</u> Mechanical Engineering Technologist).
3. Titles should not include delivery mode or model (i.e., Fast Track, online).
4. Titles should not include language of delivery (i.e., FR, ENG).
5. Titles should reflect the program purpose and VLOs.

*A modifier can be added to a title if it is consistent with accepted college system nomenclature, agreements (e.g., approval of Heads of: provincial groups), and CVS Titling Protocols. If a modifier is added to a title, it must be supported by a minimum of two VLOs specific to the modifier, regardless of whether the program derives from a Program Standard or Program Description. Under the *Framework for Programs of Instruction*, the College Program Standard represents the <u>minimum</u> provincial requirement for credentials to be awarded. Individual colleges can determine whether additional learning outcomes will be required to reflect a specialty in the field of study or industry, and/or a community need and can request the use of a modifier to identify this. For example, many colleges have chosen modifiers for their business programs (e.g., Business – Trades, Business – Agriculture, Business – Entrepreneurship). See Appendix D for an example of adding a title modifier.

Considerations for Funding Request/Type

OCQAS's mandate is to ensure that programs of instruction, regardless of funding source, conform to the Minister's Binding Policy Directive, *Framework for Programs of Instruction.*

Requests for funding are not submitted to CVS. Requests for funding are submitted to MCU through a separate process. When a request for funding is reviewed by the Ministry, the funding is calculated based on a program approval process scoring. Contact the MCU for more information on the program approval process.

Considerations for Program Purpose

If a program title is quoted in the Program Description/Purpose section, it <u>must</u> be the same as the proposed program title. The information in this section must be representative of and align with the other areas of the application. The purpose of the program should clearly reflect current industry needs, and the skills, knowledge, and attitudes expected of graduates.

Considerations for Admission Requirements

Admission criteria for programs of instruction offered at Ontario public colleges fall under the *CAAT Act (2002)*. The guiding document is the Minister's Binding Policy Directive *Admissions Criteria*. Admission requirements for new programs of instruction are established as part of the program development stage.

Under the Admission Criteria of the Minister's Binding Policy Directive, there are three levels of Admission Requirements:

- System eligibility
- Program eligibility
- Program eligibility for oversubscribed programs

System-Level Admission Requirements

Programs submitted for CVS Validation must include the relevant system-level admission requirements, based on the credential type, by using the language from the Minister's Binding Policy Directive verbatim. CVS has added the system-level requirements to all MTCU codes on the CVS AA - Tool to simplify this step in the development process. <u>This language is mandatory</u>

and cannot be deleted or modified unless the professional body certifying the credential or graduate requires something different.

System-Level requirements are:

- **OCC, OCD and OCAD**: Ontario Secondary School Diploma (OSSD) or equivalent, mature student status.
- **OCGC**: Ontario College Diploma, Advanced Diploma, Degree or equivalent.

Program-Level Admission Requirements

In addition to the mandatory system-level admission requirements outlined in the Minister's Binding Policy Directive, colleges can add program-specific admission requirements by listing courses, language, and/or achievement percentages required for admission. When determining program-level admission requirements, consider:

- The level of educational background the applicant will need to enter the program.
- Whether the admission requirements will allow the students to engage in the learning necessary to achieve the finalized VLOs.
- How the college will assess the applicant's achievement of the admission requirements.
- Whether the requirements are observable and measurable and relevant to the program.

Note: Program-level admission requirements should <u>not</u> include secondary school university preparation courses or Ontario Academic Courses, with two exceptions (see Binding Directive for more details):
- Collaborative college-university programs.
- College applied degrees.

Program-level admission criteria are to be *added* to the existing system-level requirements, <u>not</u> replace them.

Decisions and changes regarding English language requirements for admission are made by colleges individually.

Program-Level Admission Requirements for Oversubscribed Programs

When a program of instruction continues to be oversubscribed after the system-level and program-level admission requirements have been followed, colleges can introduce program-specific selection criteria. The process and selection criteria for oversubscribed programs has to

be fair (time and cost), objective, and measurable (see Minister's Binding Policy Directive *Admissions Criteria* for more details).

Occupational Areas

Occupational Areas clearly define the field of practice and identify the labour market demand for a program.

As part of a funding application, the MCU requires specific information regarding the potential jobs for which graduates would be eligible as a result of successfully completing a proposed program, and the projected number of available jobs. It is beneficial to include labour market context and statistics in the program Proposal, including specific NOC Code(s). Currently, PFAAM Submissions will accept up to three NOC Codes for a program application.

CVS ensures that colleges submit information under the Occupational Areas section of program Submissions so that the MCU can be assured this information is complete, thus reducing requests for further information.

Note: The Ministry will request additional information regarding labour market data at its discretion as part of the funding approval process.

Laddering Opportunities

The college system values access and pathways. This section should always consider both the inbound and outbound opportunities that a new program provides students. An example is provided in Table 4: Laddering Example

Table 4. Laddering Example

Laddering <u>into</u> Electromechanical Engineering Technology – Power and Control Program (OCAD)	
Completed Credential	**Type of Inbound Pathway**
Electrical Apprenticeship (OCC)	Apprenticeship → OCAD
Electrical Techniques (OCC)	OCC → OCAD
Electromechanical Engineering Technician (OCD)	OCD → OCAD
Laddering <u>from</u> the Electromechanical Engineering Technology – Power and Control Program (OCAD)	

Completed Credential	Type of Outbound Pathway
Electromechanical Engineering Technology (OCAD)	OCAD → Electrical Apprenticeship
Electromechanical Engineering Technology (OCAD)	OCAD → Degree
Electromechanical Engineering Technology (OCAD)	OCAD → OCGC

Vocational Learning Outcomes (VLOs)

Ontario's colleges are responsible for ensuring that their program VLOs are purposeful and consistent with the *Framework for Programs of Instruction* and OQF. To aid colleges in this, CVS follows an outcomes-based credentialing model to review all VLOs. VLOs influence curriculum development and program review since they need to be congruent with existing Program Standards and/or Descriptions and the current needs of the workplace.

Some colleges have institutional learning outcomes. VLOs in the CVS AA - Tool annotated with an '*' at the beginning of the outcome are institutional learning outcomes. If a college is submitting institutional learning outcomes as part of a new program Proposal or Modification, those outcomes should be annotated with an '*' at the beginning of the sentence. If a program is mapped to an MTCU code that includes institutional outcomes, that VLO should not be included in the Submissions of other colleges.

Writing VLOs that Align to Program Descriptions

Using Program Descriptions as a starting point in new program development allows colleges the flexibility to modify the language of the VLOs. The college must ensure that it is Mapping, at minimum, to the existing program's theme/dimension (intent). A rationale should be provided for any base VLOs that are not included in the new program Proposal. The following are some principles of well-constructed VLOs:

- VLOs should be written to complete the stem: "The graduate has reliably demonstrated the ability to…."
- VLOs are statements that describe what learners will know and be able to do when they graduate from a program.
- VLOs describe performances that integrate knowledge, skills, and attitudes that are necessary and significant for college graduates to be effective in their vocational pursuits.
- VLOs are vocational. They describe what an employer would ask the graduate to do in the workplace.

- VLOs align with curriculum learning activities, resources, and assessments.
- VLOs are not so specific that the references could become obsolete.
- VLOs are written at an equal or higher level of learning required by the credential.
- If there is a specific reason to have an EES outcome in the VLOs, then it must specify the vocational or situational application. For example, a "communication" outcome in the VLOs would need some reference to the use of language and/or terminology relevant to the field.
- When adding VLOs, ensure they cover a theme/dimension (intent) that is not currently covered by the existing VLOs.
- VLOs have three parts: **the action verb, the learning/product, and the context/condition/criteria**. These three parts should work together: there should be a connection between the activity (verb), the learning/product, and the outcome (context/condition/criteria):
    - **The action verb:** performance that reflects the level of learning of the credential level and aligns with the learning/product and criteria.
    - **Learning/product:** describes the task that will be performed by the graduate.
    - **Context/condition/criteria:** describes the standard or basis (context/condition/criteria) for evaluating the performance.
- VLOs are measurable, observable, and action oriented. They describe what the graduate will be able to do to demonstrate that they have achieved the outcome. To improve measurability, avoid using the following verbs: understand, demonstrate, ensure, learn, etc.
- VLOs have their roots in the instructional analysis and the definition of entry-level behaviors. They also form the basis for subsequent instructional design activities.

Writing VLOs that Align to College Program Standards

If a selected MTCU code has a Program Standard, the VLOs <u>must</u> remain the same as they appear in the published Program Standard. Additional VLOs may be added as needed and must be added to support a title modifier.

For more information regarding title modifiers, please review the *CVS Titling Protocols*. For a good example of title modifiers and supporting VLOs, see Appendix D.

Program Curriculum

Course Codes, Titles and Descriptions

In addition to VLOs, CVS uses course titles and descriptions to assess if a program is meeting the expectations for a particular credential level. Course descriptions should be detailed enough for CVS to conduct that assessment. Course codes and titles must be unique in a program Submission, even if they are 'TBA' (i.e., TBA1 – Introduction to Computer Programing). A course title and description should align with each other, and with the program title, Program Description and VLOs. Course descriptions should be reflective of the VLOs that the course is mapped to.

Every Diploma and Advanced Diploma should contain a <u>minimum</u> of three general education courses. When adding general education and/or elective courses, the following should be considered:

- general education courses should align with the themes found in the *Framework for Programs of Instruction*;
- if a course satisfies the criteria to be considered general education, then the course must be indicated as such; and,
- if a course is both general education and elective, then both elements should be indicated for the identified course in the curriculum section of a Submission.

Course Hours and Program Duration

Course hours and program duration should be similar to existing programs in the same MTCU code. Existing programs in an MTCU code set the precedent for all new programs in the same code as it relates to titles, program duration, instructional settings, program weight and funding unit. Co-op courses should be in their own semester, where they exist.[7] To determine the number of semesters, and, where available, the number of program hours that would be acceptable for a new program Proposal, please refer to the MTCU's APS Table and the Credentials Framework.

It is recommended that overall program duration meet the minimum requirement of hours in the typical number of semesters for the credential as outlined in the OQF; however, a +/- of 10% will be accepted for Validation. The OQF uses an average of 300–350 hours per semester. It is important that colleges consider this +/-10% at the semester level as well as at the program

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[7] Minimum/required hours for co-op are 30% of program hours. The CEWIL requirement is 420 hrs.

level. Programs that are using the number of hours but extending the number of semesters may negatively impact students' eligibility for OSAP. For example, a certificate of 600 hours normally shouldn't be offered over three terms.

Special Considerations for 3- and 4-Semester Ontario College Graduate Certificates (OCGC)

The hours and duration expectation for an OCGC is 600–700 hours be completed over two semesters (1 academic year). If a new program Proposal aligns with a MTCU code under which most programs are two semesters (including a work-integrated learning component within the second semester) it would be difficult to justify requiring a third semester for the purpose of adding a WIL component in the third semester. If the existing programs are two semesters and do not include a work-integrated learning component, justifying a third semester may be possible for the purpose of adding a WIL component to the program (as long as the component does not require Ministry funding e.g,. Co-op).

The request for 2-year OCGCs falls outside the OQF's 'typical duration' for this credential. Two-year (4-semester) OCGCs are acceptable only when:

- an MTCU code already includes two-year programs;
- the existing code does not have an existing work-integrated learning experience, such as co-op, and there will be an additional semester in the program to cover this requirement;
- the existing code does not already provide students with the Canadian context necessary for their successful employment; and,
- the success of the student in a new field of practice requires two years of education at the OCGC level.

VLO Mapping

Program Mapping demonstrates and ensures alignment of the curriculum against the VLOs. When Mapping courses to VLOs:

- Map all core courses to at least one VLO;
- Map each VLO to a minimum of two courses in order to ensure that the learner has multiple opportunities to demonstrate that they have met the outcome;
- Ensure consistency between the course descriptions and the VLOs they are mapped to;
- General education courses (elective) are not mapped to VLOs;

- Elective, non-general education, courses can be mapped to VLOs as long as there are other courses supporting the VLO(s); and,
- Map Co-op/WIL courses to at least one VLO.

Essential Employability Skills (EES) Mapping

Curriculum in Certificate, Diploma and Advanced Diploma programs must map to the 11 EES for English colleges and 13 EES for French Colleges. Each EES must be mapped to a minimum of two courses to provide reasonable assurance that the graduate can reliably demonstrate achievement of the EES outcomes over the course of the program. This does not mean that all courses need to be mapped to an EES, but all EES must be covered by at least two courses.

Certification/Accreditation

This section must be completed by either checking "None Exist" or by indicating the voluntary or mandatory certification/accreditation requirements for the proposed program. If certification/accreditation has been initiated, any relevant documentation should be submitted as an attachment. Where a voluntary certification/accreditation exists and is not being sought, a rationale for why the certification/accreditation is not being sought is required.

Appendix B – CVS New Program Proposal Checklist

CREDENTIAL VALIDATION SERVICE (CVS)
New Program Proposal Checklist

COLLEGE	
PROGRAM NAME	
CREDENTIAL	Choose an item.

MTCU CODE		APS #		PROGRAM STANDARD?	Choose an item.

Section A - PROGRAM TITLE CRITERIA

Section A Criteria	Yes/No	Comments
1. Provincial Program Standard: The program title is the same as the published Program Standard.	Choose an item.	
2. Program Description: The program title does not describe a specific job or role.	Choose an item.	
3. Program Description: The program title is reflective of the program focus.	Choose an item.	
4. Program Description: The program title is similar to other programs mapped to the same MTCU code.	Choose an item.	
5. If the college added a title modifier, the title modifier is appropriate.	Choose an item.	
6. If the college has added a title modifier, there are at least 2 additional Vocational Learning Outcomes to support the modifier.	Choose an item.	

Section B – PROGRAM PURPOSE

Section B Criteria	Yes/No	Comments
7. The title under the Program Purpose, is the same title than that used for the program is Section A.	Choose an item.	
8. The information in this section is representative and aligns with the other areas of the application.	Choose an item.	

Section C - ADMISSION REQUIREMENTS

Section C Criteria	Yes/No	Comments
9. Admission Requirements retain the language from the Ministry's Binding Policy Directive for the chosen credential. Program specific and language criteria is added to the existing system level requirements.	Choose an item.	
10. Are there any language requirements for this program?	Choose an item.	

Section D - OCCUPATIONAL AREAS

Section D Criteria	Yes/No	Comments – If there is an issue with an occupational area, please identify it by its name before giving specific feedback on the concern.
11. Occupational Areas clearly define the field of practice.	Choose an item.	
12. Occupational areas include expectations for graduates to gain employment (NOC code stats).	Choose an item.	

13. Occupational Areas address labour demand.	Choose an item.	

Section E - LADDERING OPPORTUNITIES

Section E Criteria	Yes/No	Comments
14. Laddering Opportunities include pathways **into** the program (especially for OCGCs)	Choose an item.	
15. Laddering Opportunities include pathways **out of** the program (especially for the OCC, OCD, OCAD).	Choose an item.	

Section F - VOCATIONAL LEARNING OUTCOMES

Section F Criteria	Yes/No	Comments – If there is an issue with a particular VLO, please identify it by its number before giving specific feedback on the concern with the VLO.
16. MTCU code does not have an *, as this means it is a retired code and should not be used to develop programs.		
17. Program Standard: The VLOs are the same as the published Program Standard. (if using a Program Standard to develop a new unique program, please add a comment to your Submission to this effect).		
18. VLOs are mapped to an appropriately similar program currently in the system.		

19. Program Description: VLOs are mapped and aligned by theme/dimension.		
20. The VLO language begins with the phrase/stem "The graduate has reliably demonstrated the ability to . . ."		
21. The following verbs are not measurable and have been avoided: • Learn • Demonstrate • Ensure • Understand • Read		
22. VLOs are vocational. i.e., they describe what an employer would ask the graduate to do in the workplace.		
23. VLOs are measurable, i.e., they describe what the graduate will know or be able to do by the end of the program.		
24. VLOs are current and relevant to the field of practice.		
25. VLOs have three parts: 1. Verb/action/behaviour, 2. Context/learning statement/condition and 3. criteria. These three parts together read well and make sense. There is a connection between the activity (Verb), the Context and the outcome (Criteria).		
26. VLOs are not to be too specific to ensure that the references do not become obsolete.		

27. VLOs are written at the same or a higher level than the credential that is being sought.		
28. If there is a specific reason to have an EES outcome in the VLOs, the vocational or situational application is specified, i.e., a "communication" outcome in the program outcomes would need some reference to the use of language and / or terminology relevant to the field.		
29. Have not used VLOs indicated with an '*' (These are institutional learning outcomes and are not part of the VLOs of the Program Standard or Description)		
30. New VLOs, are not addressing a theme/dimension that is currently covered by an existing VLOs.		
31. All core courses are mapped to a minimum of 2 VLOs.		
32. Each VLO is mapped against at least 2 courses to ensure that the learner has multiple opportunities to demonstrate that they have met the outcome.		
33. There is consistency between VLOs and the course descriptions that are mapped to that specific outcome.		

Section G - ESSENTIAL EMPLOYABILITY SKILLS

Section G Criteria	Yes/No	Comments – If there is an issue with a particular EES, please identify it by its number before giving specific feedback on the concern with the EES.

Section H Criteria	Yes/No	Comments – If there is an issue with a particular General Education course, please identify it by clearly before giving specific feedback on the concern.
34. There is reasonable assurance that the EES is taught and assessed more than once over the course of the program so the program reliably demonstrates that the graduate will have the ability to achieve the EES outcomes (This does not mean that all courses need to be mapped to an EES).		

Section H - GENERAL EDUCATION

Section H Criteria	Yes/No	Comments – If there is an issue with a particular General Education course, please identify it by clearly before giving specific feedback on the concern.
35. There are at minimum three General Education courses in all OCD and OCAD programs.		
36. Elective General Education courses are not mapped to the VLOs.		
37. Elective General Education courses are noted as such in the Submission.		

Section I – PROGRAM CURRICULUM

PROGRAM DURATION – The Ontario Qualifications Framework stipulates the following credential hour ranges:

Local Board Certificate = 240 – 500 hours
Ontario College Certificate = 600 – 700 hours
Ontario College Diploma = 1,200 – 1,400 hours
Ontario College Advanced Diplomas = 1,800 – 2,100 hours
Ontario College Graduate Certificate = 600 – 700 hours

Section I Criteria	Yes/No	Comments

38. All courses have a unique Course Code.		
39. The number of semesters is the same as the other programs already under this MTCU code.		
40. The program hours are not less than 10% below the minimum requirement in the Ontario Qualifications Framework (OQF).		
41. The program hours are not more than 10% above the maximum requirement in the Ontario Qualifications Framework (OQF)		

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

Appendix C – MTCU Code Alignment Exercises

Example Alignment to One MTCU Code

The bolded words represent the intent of the learning outcome for the purpose of the Alignment Exercise.

MTCU Code A: VLOs	Proposed VLOs	Rationale
1. **Develop** quality assurance and continuous improvement processes **to monitor the operation of the supply chain (from purchasing to shipping)**	1. Develop quality assurance and continuous improvement processes to monitor the operation of the supply chain.	No need to explain the supply chain.
2. **Analyze** law and regulations applicable to food processing **and their effects on operational activities in a food manufacturing facility**	2. Analyze regulations applicable to food processing and their effects on operational activities in a food manufacturing facility to ensure that the highest standards for product quality are being met.	Revised to answer the question "to what end" which completes the outcome and provides the criteria for the outcome.
3. **Select and use appropriate and effective** principles and practices of team building and leadership **to implement and maintain new procedures and practices in all areas of the manufacturing operation (e.g., food safety, quality assurance, lean manufacturing, total preventative maintenance, continuous improvement)**	3. Select and use appropriate and effective principles and practices of team building and leadership to implement and maintain new procedures and practices in all areas of the manufacturing operation.	Removed information in brackets
4. **Prepare accurate and relevant** production cost charts that include all cost factors **(e.g., inputs, direct and indirect labour,**	4. Prepare accurate and relevant production cost charts that include all cost factors (e.g., inputs, direct and indirect labour,	

maintenance, QA, warehousing) to support appropriate financial decisions related to plant operations	maintenance, QA, warehousing) to support appropriate financial decisions related to plant operations	
5. Apply recognized principles and industry standards to the systematic analysis of cost of production	n/a	Covered in 4
6. Manage the scope, cost, timing, and quality of a project **as defined by project stakeholders**	5. Manage the scope, cost, timing, and quality of a project as defined by project stakeholders to contribute to the brand reputation and financial success of the business.	Revised to answer the question "to what end" and provides the criteria which completes the outcome.

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Example Alignment to Two MTCU Codes

The red text highlights where the alignment exists between the base VLO and the proposed VLO

MTCU Code A - Program Description 1	Proposed VLOs	Rationale
1. Identify, evaluate, and manage relevant **data sources** to support data analytics and to meet organizational needs.	1. Identify, evaluate, and manage relevant data sources to support data analytics and to meet organizational needs.	
2. Recommend different **systems, architectures,** and data storage technologies to support data driven solutions.	2. Recommend different systems, architectures, and data storage technologies to support data driven solutions.	
3. Develop and deploy **complete Machine Learning/Deep Learning production system**s for a variety of industry use cases that meet the needs of a specific operational/business process.	3. Develop and deploy machine learning production systems for a variety of industry use cases that meet the needs of a specific operational/business process.	
4. Assess and **apply** appropriate mathematical **models,** algorithms, tools, and frameworks to develop AI-enabled, industry specific **solutions**	4. Assess and apply appropriate mathematical models, algorithms, tools, and frameworks to develop AI-enabled, industry specific solutions	
5. **Design and present** A.I. **solutions** effectively to stakeholders using data visualisations	5. Present information, analysis, reports, and recommendations in a variety of formats to meet the needs of	Reworded to indicate variety of content of presentations and to address the criteria more clearly.

	both the audience and operational/project objectives.	
6. Apply **legal, ethical, privacy, and security-related** standards and considerations in data science projects in a manner that protects privacy and confidentiality, addresses data bias and transparency, and ensures data integrity	6. Incorporate sustainable, economic, ethical, safe, and secure approaches in the design and implementation of projects to ensure stakeholder physical safety and data privacy.	Rewritten to combine MTCU Code B VLO1 which serve our purposes more clearly. Ethics, privacy, and security covered here, but include the integration of sustainable and economic pieces as well.
7. Implement artificial intelligence systems on time and budget using best practices and strategies in design thinking, **project management and lifecycle management.**	N/A	Project management not a focus of this credential.
MTCU Code B - Program Description 2		
1. Incorporate **sustainable, economic, safe, and ethical approaches** in the design and implementation of projects.	Same as 6 above.	
2. Solve automated manufacturing problems found in a typical industrial environment by applying engineering	7. Solve automated manufacturing problems found in a typical industrial environment by applying	

principles and decision-making strategies.	engineering principles and decision-making strategies.	
3. Analyze and synthesize technical data to develop graphics and related technical documents conforming to engineering standards.	Same as #5 above.	
4. Select and manage appropriate hardware and software **for the creation of engineering designs.**	N/A Creation of engineering designs is not part of this credential.	
5. Identify and utilize **manufacturing processes, rapid prototyping methods, and automation technologies** to optimize product development.	8. Identify and utilize manufacturing processes, rapid prototyping methods, and automation technologies to optimize product development.	
6. Configure, control, monitor, and evaluate **automated manufacturing components and systems** to improve automated manufacturing systems and maintain quality control measures in response to industry needs and requirements.	9. Configure, control, monitor, and evaluate automated manufacturing components and systems to meet industry needs and requirements.	
7. Exercise **professionalism, leadership, and effective communication** in an industrial work setting to increase overall productivity and support a	10. Exercise professionalism, leadership, and effective communication in an industrial work setting to increase overall productivity and support a positive work environment	

positive work environment.		
8. Ensure automation equipment is in compliance with established operating procedures, and occupational health and safety regulations.	11. Verify that automation equipment is in compliance with established operating procedures, and occupational health and safety regulations.	

Appendix D –Adding VLOs

Example to Support Title Modifier

College Program Standard Title: Chemical Laboratory Technology, **MTCU Code:** 61302

Proposed Title: Chemical Laboratory Technology – Food Science

VLO 1–10 are from Program Standard
1. Research, determine and perform procedures related to the purification, analysis and synthesis of chemical compounds and samples.
2. Perform, coordinate, and implement laboratory procedures to conduct quantitative and qualitative analyses and tests.
3. Select, test, calibrate, troubleshoot, and evaluate chemical analysis instruments and equipment to assure accurate results.
4. Implement, coordinate, and evaluate quality assurance and quality control procedures, including statistical analysis, in accordance with international and industry standards and government regulations.
5. Complete, monitor and manage chemical laboratory tasks and projects using computer and information technologies.
6. Participate in health and safety practices and initiatives in the chemical laboratory to ensure a safe environment for oneself and others.
7. Promote the efficient, sustainable, and ethical use of chemical laboratory resources through the application and analysis of sustainability practices.
8. Communicate laboratory data, results, analysis and recommendations through the preparation, interpretation, and presentation of technical reports.
9. Collaborate with others and work in chemical laboratory teams to complete laboratory tasks and projects.
10. Develop strategies for ongoing professional development to enhance competence as a chemical laboratory technologist.

Additional VLOs to support the Title Modifier:

11. Interpret results using microbiological techniques to ensure quality assurance and quality control in the food industry.
12. Develop food products using principles of food safety and food regulations for commercial use.
13. Support continuous improvement strategies using safe food principles including Good Manufacturing Practices (GMPs), Good Laboratory Practices (GLPs), Hazard Analysis and Critical Control Points (HACCP), Codex Alimentarius for inspecting food production processes.

Ontario College Quality Assurance Service (OCQAS)
Address: 130 Queens Quay East, Suite 606, Toronto, On, M5A 0P6
E- mail: cvs@ocqas.org
Phone: 647-258-7682
Web: https://www.ocqas.org/