



# NBCC ACADEMIC QUALITY ASSURANCE FRAMEWORK

Quality Assurance Objectives and Standards  
Academic Planning and Evaluation

## Contents

About Us .....	2
NBCC’s Approach to Academic Quality Assurance .....	3
Academic Quality Assurance Principles .....	4
<b>ACADEMIC QUALITY ASSURANCE FRAMEWORK</b> .....	5
<b><i>Standard 1 Quality Management Activities</i></b> .....	5
Quality Objectives.....	5
Quality Policies.....	6
Data Collection.....	6
Non-Conformance.....	6
Quality Improvement Tracking .....	6
Quality Assurance Reviews .....	7
Roles and Responsibilities.....	7
<b>Standard 1 List of Criteria</b> .....	9
<b>Standard 1 Related Documents</b> .....	9
<b><i>Standard 2 Program Development and Revision</i></b> .....	10
Program Development.....	10
Program Revision.....	11
Stakeholder Feedback.....	11
Annual Program Review.....	12
Strategic Program Review.....	13
New Program Review.....	14
Program Transition or Termination .....	14
<b>Standard 2 List of Criteria</b> .....	15
<b>Standard 2 Related Documents</b> .....	15
<b><i>Standard 3 Program Delivery and Student Assessment</i></b> .....	16
<b>Standard 3 List of Criteria</b> .....	18
<b>Standard 3 Related Documents</b> .....	19

	2
<b>Standard 4 Program Information</b> .....	20
<b>Standard 4 List of Criteria</b> .....	21
<b>Standard 4 Related Documents</b> .....	22
<b>Standard 5 Program Resources</b> .....	23
<b>Standard 5 List of Criteria</b> .....	24
<b>Standard 5 Related Documents</b> .....	25
Dates and Deadlines-Annual Program Review .....	26
Academic Quality Assurance Policy.....	28
Definitions.....	28
References .....	28

## About Us

With over 90 programs across six campuses, NBCC is a public post-secondary institution reputed for producing skilled, knowledgeable graduates who are contributing to the Province’s socio-economic prosperity. Our programs provide hands-on training through state-of-the-art equipment and real-world experiences.

NBCC’s program offerings are divided into two main types:

- Post-secondary programs (one-, two- and three- year certificate and diploma)
- Professional and Part-time learning (including microcredential offerings)

**Our Vision:** *Transforming lives and communities.*

**Our purpose:** *We are a collaborative, learner-centred college-creatively contributing to social and economic prosperity through applied learning.*

## NBCC's Approach to Academic Quality Assurance

NBCC recognizes the importance of establishing Academic Quality Standards for continual evaluation and monitoring, consistency, and improvement of programs. The college uses key performance indicators and evidence-based objectives to measure program performance and make effective program decisions to maintain NBCC's quality reputation.

Academic Quality Standards and Objectives enable NBCC to assess programs and act where needed to ensure program quality and identify opportunities for improvement. Quality assessment of programs will promote and sustain continued quality educational programming for every NBCC learner and meet the needs of employers, the community and other stakeholders.

New Brunswick does not have an approved framework to govern the quality of academic programs delivered by colleges. Therefore, NBCC has implemented Academic Quality Management Processes that align with ISO 21001:2018. This is a management tool for educational organizations that specifies requirements for:

- Demonstrating the ability to consistently provide, share and facilitate the construction of knowledge while conforming with applicable statutory and regulatory requirements
- Enhancing the satisfaction of learners and stakeholders

For ISO 21001: 2018, implementing an Educational Organization Management System means adhering to the following principles: (Annex B, pg. 49)

- Focus on learners and other beneficiaries
- Visionary leadership
- Engagement of people
- Process approach
- Continual improvement
- Evidence-based decisions
- Relationship management
- Social responsibility
- Accessibility and equity
- Ethical conduct
- Data security and protection

NBCC's Academic Quality Assurance Framework also meets the Quality Assurance requirements established by the Maritime Provinces Higher Education Commission (MPHEC), which were used as a reference in building this framework. MPHEC requirements are only formally applicable to universities in New Brunswick and are not a requirement for colleges. Their services help ensure students receive a quality university education by assessing all academic programs prior to implementation and monitoring

to verify that institutions are internally assessing their existing programs and activities with a focus on students and learning. MPHEC's services provide assurances to stakeholders about the quality and cost-effectiveness of institutional programs. Although NBCC is not obligated to implement MPHEC's requirements, they follow a similar assessment of all academic programs prior to design and delivery, and perform both annual and strategic reviews of programs, reviewing the same criteria.

NBCC also based its Academic Quality Assurance Framework on the College Quality Assurance Audit Process (CQAAP) used by the Ontario College Quality Assurance Service (OCQAS).

NBCC is a member of Quality Matters, a non-profit Quality Assurance organization. For the development of courses to be delivered online, NBCC follows the general and specific rubric and standards established by Quality Matters and follows guidelines for review and assessment of online development and deliveries. These guidelines are designed to ensure that NBCC can benchmark online quality objectively and repeatedly.

## Academic Quality Assurance Principles

NBCC has adopted the following Quality Assurance Principles to support academic planning and decision-making:

- *NBCC consults with industry and local businesses to guide the design, development, and evolution of our training programs and courses.*
- *NBCC is committed to designing and implementing programs and services that meet student requirements.*
- *NBCC ensures instructional staff are qualified through recruitment processes and ongoing training and development.*
- *NBCC maintains and improves academic quality assurance standards through active monitoring and review.*
- *NBCC designs and implements processes to identify risks and opportunities and address them.*
- *NBCC ensures that the College environment is a place where improvement initiatives are encouraged and welcomed.*
- *NBCC ensures that measurable and realistic academic quality objectives are established annually, communicated to staff, and evaluated, reviewed, and revised on an on-going basis.*

## NBCC Academic Quality Assurance Framework

### *Standard 1*

#### *Quality Management Activities*

To ensure the outcomes of NBCC's Quality Assurance Principles are realized, the College's Quality Management activities revolve around these key areas:

- Development and design of new programming
- Review and revision of existing programming
- Delivery of programming and information provided to students

#### Quality Objectives

NBCC is responsible to report on quality objectives established by the Department of Post-Secondary Education, Training and Labour (PETL). The following key indicators are measured; and the target values are used to evaluate program performance:

- *Graduation rate: 60%*
- *Retention rate: 83%*
- *Employment rate 80%*
- *Employment in Related Field: 78%*
- *Graduate Satisfaction: 60%*

NBCC establishes additional objectives and enhanced target values as part of the college's Strategic Plan.

These enhanced target values meet or exceed PETL benchmarks:

- *Graduation rate: 80%*
- *Retention rate: 83%*
- *Employment rate 90%*
- *Employment in Related Field: 83%*
- *Graduate Satisfaction: 90%*

Additional Quality Objectives that NBCC has established:

- *Enrolment 83% of target or higher*
- *Course Evaluation Survey: Target Index 4.00 or above in each category (Course Delivery Score, Self-Assessment Score, and Instructor Questions)*
- *Student Experience Survey: Overall Student Satisfaction 80%*

Academic Leadership reviews the established Quality Objectives for all post secondary academic programs each year (Annual Program Review) and assesses their continued applicability. Program Quality Objectives, as well as the demonstration of consistency in performance and scoring amongst all campuses and deliveries are assessed annually according to the Program Performance Report (PPR).

## Quality Policies

Institutional and Academic policies and processes are imperative in the Quality Framework. A Policy Revision Cycle is established to ensure continued alignment and applicability of policies and processes to the college and program needs.

[Document Repository - NBCC](#)

[Policy Management - Home \(sharepoint.com\)](#)

Programs must comply with all applicable provincial, national, and professional regulatory bodies and maintain relevance to industry. This will enable program and student success that is in alignment with NBCC's vision and mission.

## Data Collection

Collection, storage, and presentation of program data from internal and external stakeholders is used to guide programming and revisions. Program data is available in centralized locations on SharePoint and collated on an annual basis. All program maintenance and review documentation with associated actions are maintained to track program progress and improvement initiatives. The Quality Framework has a work verification and audit schedule to ensure documentation associated with various program processes are followed and meet quality requirements. Non-Conformance to the established quality requirements must be documented and approved.

## Non-Conformance

Where possible, any non-conformance with the academic design and delivery of programs is dealt with by the Dean or Academic Chair responsible for the program.

All academic staff are required to document any non-conformance to quality policies and procedures instances and submit them to the Head of Program Evaluation and Quality Assurance. Instances are categorized and a report generated annually. Reports are used to identify processes, documentation, standards, and training that require review and improvement.

Any student or staff member experiencing a non-conformance issue or who has a request or suggestion for quality improvement, can bring it to the Head of Program Evaluation and Quality Assurance for action.

## Quality Improvement Tracking

Programs hold a record of all internal and external sources of feedback and their frequency. Suggestions for improvement are documented from each source with an action plan to address or with the decision to continue monitoring. Actions taken are assessed for their effectiveness on a regular basis to determine resolution of the issue or the need for further action to be taken.

## Quality Assurance Reviews

The College executes annual and cyclical Quality Assurance Reviews to assess the academic performance of programs, identify opportunities for improvement, and detect trends that may impact the program's ability to meet quality standards.

Types of Reviews:

- Annual Program Review – based on program performance data collected annually
- New Program Review– detailed review of program performance after first full delivery
- Strategic Program Review – extensive, cyclical review at least once every five years, which involves collection of required evidence to ensure that all academic quality standards are being adhered to in program development and delivery

Each of the five standards in the Academic Quality Framework includes a table of related College documents to support quality management activities and the required evidence to be submitted in standardized file format by each program for the Strategic Program Review.

## Roles and Responsibilities

Academic Quality is the responsibility of everyone in the academic division. Key accountabilities are outlined in the table below.

Academic Quality Management Roles and Responsibilities	
Role	Accountability
Vice President of Academic and Research	Overall accountability for all academic Quality Management
Director of Academic Planning and Evaluation	Development and implementation of NBCC Quality Management processes and standards  Ensuring that new programs and major revisions adhere to the established review and approval processes
Head of Program Evaluation and Quality Assurance	Management of regular program evaluations, including the development of Program Performance Reports  Scheduling and conducting reviews into new program deliveries  Developing new standards, processes, and documentation  Maintaining a SharePoint site with up-to-date standards and policies and managing regular communications



<b>Academic Quality Management Roles and Responsibilities</b>	
<b>Role</b>	<b>Accountability</b>
Academic Directors Leadership Team (ADLT)	Discussing and approving new standards, processes, and documentation before communications  Identifying opportunities for improving Quality Management
Deans	Participating in Annual and Strategic Program Reviews  Ensuring that identified program improvements are implemented  Ensuring quality design of all new programming
Academic Chairs	Ensuring that faculty adhere to Delivery Standards for all programming
Quality Assurance Committee	Participating in Annual and Strategic Program Review
Head of Curriculum and Online Development	Ensuring that all Learning Design Consultants and Online Developers work according to established Standards and Style Guides  Maintaining Standards and Style Guides for Curriculum and Online Development
Learning Design Consultants/Online Developers	Ensuring that all work is completed according to Standards and Style Guides  Performing Peer Quality Assurance reviews on all work
Faculty	Ensuring that they are aware of Delivery Standards and adhering to the standards  Participating in PD opportunities when offered
Senior Executive Team and Policy Council	Approving substantial changes to the NBCC Quality Policy
Institutional Research	Collate data to be included in PPR

### Standard 1 Quality Management Activities

- 1.1 The program applies institutional policies, standards, and processes that are updated regularly and consistently.
- 1.2 The program and its faculty promote and participate in a culture of continuous improvement using evidence-based data.
- 1.3 The program collects, stores, and presents various forms of data from internal and external stakeholders.
- 1.4 The program uses data, key indicators, and target values from Program Performance Reports to assess performance and act where needed.
- 1.5 The program undergoes annual and cyclical program review.
- 1.6 The program keeps a record of all program maintenance and review actions, analysing results for evidence of program improvement and effectiveness.
- 1.7 The program is audited internally for compliance to the Academic Quality Assurance Framework.
- 1.8 The program is current with applicable provincial, national, or professional regulatory bodies, stays relevant and is responsive to their feedback.
- 1.9 The program documents and seeks approval for non-conforming issues.

### Standard 1 Related Documents

1.1	Policy Development (Policy 5302) Policy Review Schedule
1.2	Academic Quality Assurance Policy (Policy 1101)
1.3	Program Advisory Committee (Policy 1201) Program Advisory Committee Process (1201.5346) Program Development and Review (Policy 1234)
1.4	Program Development and Review (Policy 1234)
1.5	Strategic Program Review Process Academic Quality Assurance Framework (1101.2234) ADDIE Model (1234.5321) Annual Program Review Process (1234.4848)
1.6	Annual Program Review Process (1234.4848)
1.7	Academic Quality Assurance Policy (Policy 1101)
1.8	Regulatory Body Standards (where applicable)
1.9	Academic Quality Assurance Policy (Policy 1101) Non-Conforming Issue Report (1312.4633) Academic Chair Standards (1109.5022)

## *Standard 2*

### *Program Development and Revision*

#### Program Development

All proposals for new programs and major program revisions are assessed against four key pillars to ensure that programs are designed to meet identified needs and requirements of students, employers, and the province:

- Internal Stakeholders
- Labour Market Analysis
- External Stakeholders
- Environmental Scan

Financial requirements for new programs and major program revisions are also assessed. This analysis ensures that all new program offerings will help NBCC meet its fiscal goals.

Submitted program proposals run through a controlled process of review and approval. The Academic Dean for the applicable School must review all data and determine the most appropriate new offering. The program is assessed by the Academic Directors Leadership Team (ADLT), then information is provided to the College Leadership Team (CLT), with final approval by the Senior Executive Team (SET).

After approval has been given, curriculum design and development are initiated and managed by the Curriculum and Online Development team and led by a Learning Design Consultant aligned to each School. Curriculum design only begins when the new program or program revision has been approved, when Subject Matter Experts have been sourced, and when the Academic Dean has met with the team and provided a full outline of the program requirements. A curriculum design and development plan is established with required resources, defined responsibilities, and related timeline for completion.

Program design follows the Curriculum Development Process according to the approved program proposal, seeking approval for changes, if necessary, through the Change Management Process. Programs are designed according to standards and policies guiding certification requirements, entry requirements, program design standards, and any regulatory or other applicable college requirements.

Program Outcomes, Profiles, and Course Outlines must follow the Curriculum Standard, Course Outline Standard and Skills for Success requirements. Outputs from the Curriculum Development Process are reviewed regularly at various levels for conformance to the approved program plan, academic policies and processes, college standards and regulatory body requirements.

## Program Revision

### *Program Performance Evaluation*

NBCC's programming goal is to ensure quality education and training that continues to meet the needs of students and the labour market. To facilitate programming decisions, the College continuously gathers intelligence through the four pillars used in program development: Internal Stakeholders, Labour Market Analysis, External Stakeholders and Environmental Scan.

Key current and historical data that denotes the overall efficacy of programs is gathered annually and presented in an annual Program Performance Report (PPR) for each program, which is used to inform stakeholders of the current health status of the program. Data is color-coded to flag areas of operations where the program is not meeting benchmarks or objectives as identified by NBCC. NBCC is committed to engaging academic faculty and managers, Directors, Academic Deans, and other stakeholders in a strategic process to determine appropriate actions for continued program effectiveness and procedures for accountability and monitoring.

The data included in the PPR is drawn from validated sources, both internally and externally. Data is provided for the last three academic years, or three complete program cycles for programs that are more than one year in length.

*For annual Program Performance Evaluation, we assess programs against the following:*

#### **Attraction and Retention data:**

- Enrolment is 83% of target or higher
- Retention rates are 83% or higher
- Graduation rates are 60% or higher

#### **Graduate employment data**

- 80% or more of graduates are employed one year after graduating.
- 78% or more of graduates are employed in the field of study after graduating.
- Graduate satisfaction is 60% or higher.

The data is used to determine annual revisions needed through the Annual Program Review process and to flag items for consideration in the Strategic Program Review. Action plans to address any areas of concern are tracked and monitored by the Head of Program Evaluation and Quality Assurance.

### *Stakeholder Feedback*

Stakeholder and industry feedback provides valuable information, collected on an ongoing basis, both formally and informally, that is considered in the program review and may be used to guide program revisions. The Feedback Matrix consists of collection of feedback from Internal and External Stakeholders and may include:

### **Program Advisory Committee**

Each year, every program must be reviewed by a Program Advisory Committee (PAC). Committee activities are guided by the PAC Policy and Process. The mandate of the PAC is to provide input and advice on technological, competitive, and human resource trends that may impact the College and program. The PAC may also provide recommendations on labor market needs, required skill sets and competencies, program content, curriculum, experiential learning, and job opportunities. Feedback is documented in minutes and includes a summary of meeting outcomes and further action required. The Dean or designate is responsible to incorporate PAC outcomes into program departmental plans and annual program review.

### **Student Feedback**

Class leader focus groups and Course Evaluation Surveys are designed to inform continuous improvement. Student review meetings with student representatives or groups of students are held each semester to address specific concerns or to obtain input about specific issues. Student Onboarding Surveys are done at the beginning of the program.

### **Instructor Feedback**

#### **Learning Strategist Feedback**

#### **Employer Feedback**

#### **Work-integrated learning Feedback**

#### **Graduate Feedback**

Each year, PETL conducts a Graduate Follow-up Survey. Results are included in the PPR.

#### **Accreditation Feedback and Timeline for renewal (where applicable)**

#### **Regulatory Feedback (where applicable)**

#### **Other Industry Consultations (where applicable)**

#### **Partnership renewal**

### **Annual Program Review**

Once annual PPR presentations have taken place, each program undergoes an Annual Program Review (APR). Annual review is a form of program maintenance to identify the need for changes before the next offering. The Deans gather a working group to review the PPR and determine what changes are required and develop an action plan. External Stakeholder Feedback that is collected throughout the year is considered as well as additional research that may be needed.

Minor changes to curriculum design and delivery may be requested annually and are tracked through Annual Program Revision forms. Areas subject to review are Curriculum, Equipment Needs, Textbook Requirements, Marketing, Recruitment, Location and Admission Requirements. Internal stakeholders

including faculty, Coordinating Instructor, Chair, Dean, and Learning Design Consultant participate in the annual review process.

The requirement for major revisions and significant changes to curriculum, including, but not limited to, removal of courses, reordering of courses, changes in competencies, changes in admission requirements or changes impacting existing articulation agreements are requested through the Strategic Program Review, which is cyclical in nature and scheduled by Academic Planning and Evaluation.

If major revisions are urgent in nature and cannot wait for the Strategic Program Review as scheduled, they must be requested through the Program Development and Major Revision Process. The Dean prepares the request for major revision including information provided through consultation with internal and external stakeholders and Learning Design Consultants. The request must incorporate metrics from recent Program Performance Reviews and detailed information as to the required revisions and rationale.

Revision requests that arise from annual and strategic program review are documented, stored, and effected where approved. Curriculum changes are maintained by the Curriculum and Online Development department and adhere to records and information management policies. Where a program's curriculum changes by more than 20%, the program is assigned a new Program Plan Code.

### Strategic Program Review

A schedule for major reviews is established by ADLT and managed by the Head of Program Evaluation and Quality Assurance. Each program undergoes a major review at least once every five years. The major review brings in key stakeholders, including an external reviewer where applicable, to examine all facets of the program delivery and make recommendations. The following sources of information are considered in depth, using data gathered from the last 5 years of Program Performance Reports to identify trends in: Labour Market, Admissions Profile, Attraction and Retention data and Employment data. The program must demonstrate that program delivery is meeting established quality standards by submitting the required evidence associated with each standard.

#### **Other areas of consideration include:**

- Program Profile
- Essential Competencies
- Skills for Success
- Program Structure and Delivery Plan
- Program Duration
- Industry Requirements
- Courses-compulsory vs elective, pre- and co-requisite appropriateness
- Program Outcomes
- Credential Appropriate

Career Possibilities

SWOT Analysis

New Articulation or Pathway Opportunities or changes impacting existing agreements

Upcoming Industry Changes

Opportunities for Program Synergies and Efficiencies

Demonstration of program compliance to Quality Assurance Standards

### New Program Review

After the first delivery of any program, a full review is conducted with findings used to guide any necessary revisions to the program. This review is led by the Head of Program Evaluation and Quality Assurance, in collaboration with the faculty, Academic Chair, and Academic Dean responsible for delivery of the program.

### Program Transition or Termination

If program review results in substantial change to the program, a transition plan from the old program profile to the new program profile must be documented and approved. All stakeholders must be notified of the change to ensure a smooth transition.

If program review results in the decision to terminate a program offering, it must be communicated to affected students and stakeholders and a plan for phasing out the program must be put in place.

## Standard 2 Program Development and Revision

- 2.1 The program management team consults with stakeholders, conducts labour market analysis, environmental scanning, and determines financial requirements for new program proposals.
- 2.2 The program conforms with the approved program proposal, follows program design standards, and seeks approval for changes.
- 2.3 The program is designed to map to student, entry, industry, and regulatory requirements and meets the approved elements established in the program proposal or contract.
- 2.4 The program is designed in compliance with the policies and standards for certification, qualifications framework, and experiential learning.
- 2.5 Program outcomes or objectives and course profiles follow Learning Design (Curriculum) Standards and guidelines for essential employability skills.
- 2.6 Programs conform to the standards, policies, and processes of the college, accrediting and regulatory bodies, where applicable and report non-conformance.
- 2.7 New programs are monitored and reviewed after the first year of offering.
- 2.8 The program undergoes internal curriculum verification processes and regular auditing of curriculum documents.
- 2.9 The program performs ongoing review, revision and maintenance of the program and curriculum considering internal and external stakeholder feedback.
- 2.10 Revisions that are significant and urgent in nature must follow the Major Program Revision Process.

Standard 2 Related Documents	
2.1	Program Development and Review (Policy 1234) New Program Process Flowchart Program Development Process (1234.4853) ADDIE Model (1234.5321)
2.2	Program Development and Review (Policy 1234) Program Development Process (1234.4853) ADDIE Model (1234.5321)
2.3	Learning Design Standards Admissions Profiles (1314.2741) Partnerships and Agreements (Policy 1118) Classification of Instructional Programs 2021 New Program Proposal Template Proposal for New/Change Program Program Development Process (1234.4853) ADDIE Model (1234.5321)
2.4	Credit System (Policy 1213) Certification (Policy 1312) Qualifications Framework (1101.2235)



	Learning Design Standards Experiential Learning (Policy 1119) Experiential Learning Framework Experiential Learning Guide Program Development Process (1234.4853) ADDIE Model (1234.5321)
2.5	Learning Design Standards Container Model Student Learning Experience Framework (1000.5299) ADDIE Model (1234.5321)
2.6	Academic Quality Assurance Policy (Policy 1101) Non-Conforming Issue Report (1312.4633)
2.7	ADDIE Model (1234.5321) New Program Review template
2.8	Academic Quality Assurance Policy (Policy 1101)
2.9	Annual Program Review (1234.4848) Curriculum Change Request template ADDIE Model (1234.5321)
2.10	Program Development and Review (Policy 1234) Proposal for New/Change Program ADDIE Model (1234.5321) Program Development (and Major Revision) Process (1234.4853)

### *Standard 3*

#### *Program Delivery and Student Assessment*

All programs have an approved Program Profile, with defined length in weeks and number of credits and approved course outlines. For all PPL standalone courses, a course outline is prepared and approved.

Academic Chairs are responsible for program and course delivery. To ensure consistency, policies or standards exist to guide:

- Course outlines
- Course delivery plan
- Curriculum
- Skills for Success
- Program Scheduling, Length and Credit Load
- Virtual and/or Hyflex Delivery (Course Delivery Standards)

- Student Orientation/Onboarding
- Inclusive and accessible learning environments
- Recording student progress and dealing with concerns
- Handling student misconduct
- Assessment- methods and consistency with Qualifications Framework
- Opportunities for feedback from industry and preparedness for workforce
- Meeting with student representatives and providing opportunities for feedback
- Experiential and Work-integrated learning
- Graduate feedback
- Responsiveness to stakeholder feedback

The program is delivered according to the Curriculum Standard and associated Course Delivery Policies. Students are given timely and complete information on their program, including Work-integrated learning Experiences. The student knows what is needed to be successful in the course and the program and is given regular feedback on their progress. Students have opportunities to provide feedback to the program and the program is responsive to the feedback. The program is delivered to meet the needs of all students, is inclusive and accessible and promotes a positive learning environment. Work-integrated learning Experiences are assigned fairly and equitably to allow students to meet program requirements. Graduates are satisfied with the program delivery and are employed in their field. Employers are satisfied with the program and graduate skills.

### Standard 3 Program Delivery and Student Assessment

3.1 The program meets the requirements of academic policies and processes for program delivery and ensures they are applied consistently.

3.2 The program delivers the curriculum in an inclusive and accessible learning environment that is conducive to student learning.

3.3 The Student Code of Conduct is observed, and policies exist to handle student misconduct appropriately.

3.4 The program is organized and delivered in a cohesive and effective manner according to the approved Delivery Plan.

3.5 Courses follow established Instructor, Course Outline and Course Delivery (Quality Matters) Standards.

3.6 Assessment methods and tools follow assessment standards, align with the Qualifications Framework, and are provided to the student.

3.7 Instructional faculty provide regular communication to the student regarding their status in the program.

3.8 Experiential and Work-integrated learning are delivered following established standards.

3.9 The program allows the student to meet the outcomes and achieve the competencies specified in the program map or Curriculum Standard and stores documentation as evidence.

3.10 The program prepares students for employment and applicable national and/or provincial regulatory body examinations.

3.11 The program provides stakeholders with opportunities to provide feedback on program delivery and is responsive to the feedback.

Standard 3 Related Documents	
3.1	Course Delivery and Evaluation of Learning (Policy 1109)
3.2	Course Delivery and Evaluation of Learning (Policy 1109) Access and Accessibility Services (Policy 1305) Maintaining a Respectful Community (Policy 4202) Student Learning Experience Framework (1000.5299) Instructor Standards (1109.5016)
3.3	Student Code of Conduct (Policy 1112) Academic Integrity (Policy 1111) Student Assessment (Policy 1115)
3.4	Course Outline Standard (1109.5345) Student Learning Experience Framework (1000.5299) Program Workload template Course Map template ADDIE Model (1234.5321)

3.5	<p>Course Outline Standard (1109.5345)</p> <p>Learning Design Standards</p> <p>Course Delivery Plan template</p> <p>Hyflex and Virtual Delivery Standards (1109.5336)</p> <p>Quality Matters Checklist Guide</p> <p>Remote Instructional Delivery Checklist</p> <p>Academic Chair Standards (1109.5022)</p> <p>Instructor Standards (1109.5016)</p> <p>Student Learning Experience Framework (1000.5299)</p> <p>ADDIE Model (1234.5321)</p>
3.6	<p>Course Delivery and Evaluation of Learning (Policy 1109)</p> <p>Course Outline Standard (1109.5345)</p> <p>Student Learning Experience Framework (1000.5299)</p> <p>Academic Chair Standards (1109.5022)</p> <p>Instructor Standards (1109.5016)</p> <p>Qualifications Framework (1101.2235)</p> <p>Hyflex and Virtual Delivery Standards (1109.5336)</p> <p>ADDIE Model (1234.5321)</p>
3.7	<p>Academic Chair Standards 1109.5022</p> <p>Instructor Standards (1109.5016)</p> <p>Course Delivery and Evaluation of Learning (Policy 1109)</p> <p>Student Learning Experience Framework (1000.5299)</p> <p>Work-integrated learning Monitoring Report 1119.4724</p>
3.8	<p>Work-integrated learning Placement Guide (1119.4851)</p> <p>Student Learning Experience Framework (1000.5299)</p> <p>Educational Projects Involving External Parties Standard (1109.4759)</p>
3.9	<p>Certification (Policy 1312)</p> <p>Work-integrated learning Host Evaluation (1119.4727)</p> <p>ADDIE Model (1234.5321)</p>
3.10	
3.11	<p>Course Delivery Survey Standards (1109.5333)</p> <p>Work-integrated learning Student Evaluation (1119.4731)</p> <p>Student Learning Experience Framework (1000.5299)</p>

## *Standard 4*

### *Program Information*

Accurate information regarding programs and requirements is provided through the NBCC website and the College Viewbook. The website is driven through content managed in the Instructional Design Management System (IDMS), which is approved and signed off by the Academic Deans. This ensures that program overviews, courses, and other relevant information are reviewed each year as curriculum is rolled over for the next academic year. The Viewbook is driven through the Enrolment Plan, managed by the Department of Academic Planning and Evaluation, with review of content occurring each August.

Program details including length, delivery mode(s), pre and co-requisites, Work-integrated learning requirements, board exam requirements, additional fees, graduation and certification requirements, program progression, pathways available and maximum time for completion are clear and accessible to the student.

Non-academic supports and resources, including scholarship and bursary opportunities are published and accessible.

Program admission requirements are published and available to prospective students, along with a fair and equitable admission process. Student records are kept confidentially and retained according to policy requirements and a process exists for transcript and parchment requests post-graduation.

NBCC has a process to assess applicants for Recognition of Prior Learning. A Course Equivalency Chart is used to assess students that have credit for NBCC courses that have undergone changes in curriculum and credit hours.

Published, written and verbal information given to prospective, current, or graduated students must be consistent from all sources throughout the student experience from initial time of program inquiry, admissions, program progression and graduation. The student must have the ability to access information regarding their program status and progression.

Partnerships and agreements are maintained by the Department of Academic Planning and Evaluation according to an established process. Deans are responsible for sharing new and updated agreements. All agreements are posted to the NBCC website.

Student policies are stored on the NBCC website and are accessible. Policies undergo a revision schedule to ensure regular review and relevance of policies. Policy updates are published and communicated to faculty and students, where applicable, in a timely fashion. Program specific policies are available to the student in the School Handbook.

Unplanned or unpredictable events that result in a material change to the status of a program are communicated promptly to the student and those affected.

#### Standard 4-Program Information

- 4.1 Program policies are accessible to students and faculty and kept current with timely communication of changes.
- 4.2 Program information and communication to the student is accurate and consistent throughout the admissions process, program orientation and onboarding, virtual learning and educational platforms, and published program resources. (written, online, verbal)
- 4.3 Revisions resulting in substantial change or termination of a program must be communicated to all impacted stakeholders, including student consultations should material changes to program status occur.
- 4.4 Policies are in place to assess students for prior learning and/or transfer credits.
- 4.5 Students are informed of program options, delivery modes, pre and co requisites, experiential and work-integrated learning components, program advancement and graduation requirements, maximum time and alternative pathways for completion, external board exams and any mandatory fees not covered in tuition.
- 4.6 The student can access information concerning their progress in the program and status toward meeting graduation requirements.
- 4.7 The student receives information regarding work-integrated learning requirements in a timely manner.
- 4.8 Personal records and confidential information regarding students is stored securely to protect privacy when it is necessary to be retained.
- 4.9 Students can access information on articulation or transfer agreements and partnerships associated with college programs.
- 4.10 Scholarship and bursary opportunities are published and accessible with well-defined application procedures.
- 4.11 Transcripts and Certification documents (parchments) are accurate and complete and provided to the student upon completion with a clear process for reissuance and replacement.

Standard 4 Related Documents	
4.1	Document Repository Student Onboarding Standard (1314.4930) Orientation Standard
4.2	Student Learning Experience Framework (1000.5299) Student Onboarding Standard (1314.4930) Orientation Standard Admissions (Policy 1314) Admission Profiles (1314.2741) NBCC Student Charter
4.3	
4.4	Recognition of Prior Learning (Policy 1310) Student Learning Experience Framework (1000.5299) Admissions (Policy 1314)
4.5	Certification (Policy 1312) Graduation Standard (1312.4926) Student Learning Experience Framework (1000.5299)
4.6	Instructor Standards (1109.5016)
4.7	Experiential Learning (Policy 1119) Experiential Learning Guide (1119.4851) Experiential Learning Framework
4.8	Student Records (Policy 1303) Student Confidentiality and Professional Practice (1119.2812)
4.9	Partnerships and Agreements (Policy 1118)
4.10	
4.11	Transcript of Marks (Policy 1108) Graduation Standard (1312.4926) Certification (Policy 1312)

## *Standard 5*

### *Program Resources*

Adequate human, physical, financial, and equipment-related resources are vital to program success and viability. The program must have sufficient resources to enable students to achieve the industry outcomes expected from their program and a process to monitor, re-evaluate, and modify them.

Faculty must hold the appropriate credentials and certifications for their role in the program, both professional and educational, with hiring policies and processes in place to ensure job qualifications are met and maintained. Supports are available to assist faculty in maintaining credentials and to seek support for pedagogical, technological, student-related, and personal needs. Faculty are oriented to and trained for their educational roles. Faculty workload must be assigned appropriately to enable quality preparation and delivery of content, time for student support and grading.

Institutional Health and Safety Policies are reviewed and accessible to faculty and students, with required training and refreshers given, where applicable. Students must be trained in Health and Safety Policies and practices to mitigate risk of injury in practicing skills or procedures required to achieve program outcomes. The complement of faculty supervising students in areas that may contain safety hazards must be adequate to reduce risk of injury. A process exists to monitor compliance to safety policies and processes, refreshing training and monitoring safety hazards, equipment, and signage.

A list of program equipment, where applicable, must be maintained, new requests and acquisitions must be tracked in conjunction with preventative equipment maintenance and servicing.

Work-Integrated Learning supervisors and/or preceptors require the appropriate credentials, certifications, and training to host students with guidance and support available from college faculty. Resources for student training, appropriate level of supervision, site-specific Health and Safety training, site agreements and commitment to provide educational support are required from Work-integrated learning partnerships.

Resources exist for students to seek support for academic and non-academic needs and to become involved in the college environment through College Government. The program organizational structure, responsibilities of program faculty, leadership, and support staff and how to access them are reviewed with students. There are adequate opportunities for students to receive feedback and support, clear guidance, and referrals to support students. Academic needs are supported through Academic Advising and Tutoring and College 101 materials. Processes exist to identify students at-risk and provide additional supports.

Students have access to library resources to support course-related research needs. (Library Services) Non-academic needs are supported through Student Development and consist of: Counseling, Career Coaching, Accommodation and Accessibility through Learning Services, Indigenous and International



Student Support, Bursary and Scholarship Sources, Transition to College support, Health and Dental Insurance, First Generation Learner support and Housing and Employment opportunities. Students are provided wi-fi, printing and Help-Desk access to support Information Technology and computing needs.

Inclusive learning environments are modeled, and additional supports exist for specialized populations, including international and indigenous student resources.

Research and innovation in learning initiatives and investigation of evolving best practices in post-secondary education are priorities. The Learning and Teaching Innovation team is responsible for researching, implementing, training, and updating faculty on a continuous basis.

Procedures are available for students to follow in the event of dispute of policies, procedures, progression, and other concerns. Sufficient resources are in place to ensure disputes are handled promptly and without conflict of interest for fair and equitable resolution.

#### **Standard 5-Program Resources**

5.1 Policies exist to ensure teaching staff are hired with the appropriate qualifications and certifications and undergo professional development to maintain necessary professional certification requirements (verified by Human Resources).

5.2 Program faculty (College-employed and work-integrated learning) are oriented and trained in instructional methods, assessment tools and college practices, including safety.

5.3 The program has adequate human resources with appropriate workload (instructors, leadership, and support roles) and an effective organizational structure, managed continuously for program sustainability.

5.4 The program faculty and leadership communicate regularly to ensure efficient program management and student support.

5.5 Program faculty and support staff (College-employed and work-integrated learning) are accessible, and processes exist to identify and support at-risk students (academic and non-academic issues.)

5.6 The program has adequate material (equipment, tools, technology, computing, research, library) and physical (College and work-integrated learning environments) resources and operational processes that are managed continuously to support program and ecological sustainability.

5.7 The program has accessible Health and Safety policies and procedures to protect faculty and student health and safety, provide adequate training and supervision (College and work-integrated learning environments) and monitors conformance.

5.8 Counselling and accessibility services are available and accessible to the student.

5.9 Policies exist and resources are in place to ensure that fair and equitable processes without conflict of interest are available for student appeals, supplementary examinations or requests related to grade disputes.

Standard 5 Related Documents	
5.1	Resourcing (Policy 4411)
5.2	Instructor Development Program Outline Instructor Toolkit New Instructor Guide Hyflex and Virtual Delivery Standards (1109.5336) Onboarding Checklist
5.3	Academic Chair Standards (1109.5022)
5.4	Academic Chair Standards (1109.5022) Instructor Standards (1109.5016)
5.5	Course Delivery and Evaluation of Learning (Policy 1109) Instructor Standards (1109.5016) Student Learning Experience Framework (1000.5299) Student Assessment (Policy 1115) Experiential Learning Guide Program to Assist Students Guideline (1000.4809) Course Outline Standard (1109.5345) Student Success Centre Brochure (1000.4945)
5.6	Student Learning Experience Framework (1000.5299) Integrity in Research (Policy 3301) Course-Based Applied Research (3300.4987) Annual Program Review (1234.4848) Proposal for New/Change Program Information Security Management System (Policy 2808) NBCC Climate Action Strategy
5.7	Health and Safety Program (2600.5226) Safe Work Practices
5.8	Access to Accessibility Services (Policy 1305) Program to Assist Students Guideline (1000.4809) Student Learning Experience Framework (1000.5299)
5.9	Course Delivery and Evaluation of Learning (Policy 1109) Supplemental Evaluation Measures (Policy 1114) Student Appeal (1000.4809) Student Assessment (Policy 1115) Student Assessment Process Student Issues and Complaints (Policy 1313) Instructor Standards (1109.)

## Dates and Deadlines-Annual Program Review

\*Also see Strategic Program Review Schedule

Timelines	Activity
<p><b>Ongoing</b></p>	<p>A variety of methods are used to gather information to analyze the viability of current programs including:</p> <ul style="list-style-type: none"> <li>• Labour market analysis</li> <li>• Industry consultation – Deans, ACs, Coordinating Instructors (CIs) and Faculty participate in on-going consultations with industry and external stakeholders</li> <li>• Environmental scan</li> <li>• Internal stakeholder input</li> <li>• Student survey results and other feedback</li> </ul> <p><i>Suggest gathering feedback at end of courses by faculty.</i></p>
<p><b>September/October</b></p>	<p>The Head of Program Evaluation and Quality Assurance will publish and present the Program Progress Report (PPR) to Deans. Deans, AC and relevant stakeholders review PPR data and determine where actions need to be taken or where additional information needs to be gathered. This, along with external requirements, guides annual revisions.</p> <ul style="list-style-type: none"> <li>• Deans/ACs will then meet with CIs and faculty to hold discussions regarding programs of focus in the Annual Program Review (APR) process.</li> <li>• The designated academic school Learning Design Consultant (LDC) will participate in all curriculum related meetings.</li> <li>• Required actions (curriculum, textbook changes, marketing, admissions, recruitment, location, additional research etc.) will be tracked by Head of Program Evaluation.</li> </ul> <p>Considerations for discussion/review:</p> <ul style="list-style-type: none"> <li>• Student feedback</li> <li>• Learning Strategists engagement</li> <li>• Recruitment strategies</li> <li>• Marketing</li> <li>• Admission Profile</li> <li>• Best practices</li> <li>• Results of PAC and other industry consultations</li> <li>• Accreditation and Partnership timeline renewals</li> <li>• Other</li> </ul>

<b>October/November</b>	<p>ACs will gather/compile and submit all curriculum, annual revisions and program change requests and complete final review <b>in consultation with School LDC:</b></p> <ul style="list-style-type: none"> <li>• Any curriculum changes that result in new/changed fees must be defined and reported to ensure the Tuition Estimator is updated by Team Finance</li> <li>• All requests for curriculum changes approved by ACs</li> </ul>
<b>December</b>	<p>ACs submit approved program curriculum change requests to appropriate Dean.</p> <ul style="list-style-type: none"> <li>• School Dean will review submissions and either provide final approval or discuss with relevant Academic Chair</li> <li>• All curricula change requests approved by Deans and submitted to Curriculum Development by third week of December.</li> </ul>
<b>January-February</b>	<p>Academic Planning and the Curriculum Team meet with Deans and Academic Chairs regularly, bringing in additional stakeholders as required, to confirm curriculum changes and other program requests.</p> <p>Steps include:</p> <ul style="list-style-type: none"> <li>- Scoping effort of submitted changes and priority items</li> <li>- Determining roles and responsibilities</li> <li>- Determining solutions and/or risks</li> <li>- Reporting on progress</li> </ul>
<b>Feb – April</b>	<p>Learning Design Consultants implement changes.</p> <p>Upon completion of requested APR changes, LDCs will send and receive approval from Dean.</p>
<b>April - July</b>	<p>Prepare programs for annual program rollover</p>

## Academic Quality Assurance Policy

[Academic Quality Assurance \(nbcc.ca\)](https://www.nbcc.ca)

### Definitions

**Benchmark** A standard or point of reference against which things may be compared or assessed. Key Performance Indicator benchmarks are established by the Department of Post-Secondary Education, Training and Labour (PETL). *Graduation rate: 60%, Retention rate: 83%, Employment rate 80%, Employment in Related Field: 78%, Graduate Satisfaction: 60%*

**Key Performance Indicator** A quantifiable measure used to evaluate the success of an organization in meeting objectives for performance. i.e., Graduation rate

**NBCC Targets** NBCC's Strategic Plan identifies objectives and associated targets, which *meet or exceed* PETL benchmarks. *Graduation rate: 80%, Retention rate: 83%, Employment rate 90%, Employment in Related Field: 83%, Graduate Satisfaction: 90%*

### References

Maritime Provinces Higher Education Commission (MPHEC)

Ontario Quality Council

ISO 9001

Loyalist College