

**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

## 1.0 Leadership and Administration

#	CRITERION
<b><i>Planning and Oversight</i></b>	
1.1	Program-specific vision and mission statements are in place and are regularly reviewed to ensure they are current, relevant, and updated as required.
1.2	A program-specific strategic plan or mandate is in place and is regularly reviewed to ensure it is current, relevant, and updated as required.
1.3	At all levels of the program, there is a shared commitment to the profession of occupational health and safety and a shared understanding of the role of registered safety professionals in Canada.
1.4	A regular program review process is in place and followed.
1.5	Jurisdictional requirements to operate are met.
1.6	Program sustainability is monitored by leadership and issues are acted on as required.
1.7	Program policies and processes are regularly reviewed to ensure they are current, relevant, and updated as required.
1.8	A process to evaluate that human, financial, and physical resources are allocated to meet student needs is in place and followed.
1.9	Conflict of interest guidelines for the governing body, if one exists, are in place and followed.
1.10	Programming partnership agreements with other institutions and employers are in place for cooperative and field placements, if offered.
1.11	Cooperative and field placements, if offered, are monitored by leadership.
<b><i>Finance and budgeting</i></b>	
1.12	Responsibility for financial accountability and oversight is assigned to program leadership.
1.13	Sufficient financial resources are available to deliver on the learning objectives and outcomes to provide quality education.
1.14	A defined program budget, separate from other institutional programs, is in place.
1.15	Program-specific financial statements are available.
<b><i>Program oversight</i></b>	
1.16	Responsibility for program oversight and accountability, to ensure the program is delivering on its mandate, is defined.
1.17	A program coordinator, program supervisor, lead faculty member, or other person in a leadership role provides input on the curriculum and monitors the quality of instruction.
1.18	The program coordinator, program supervisor, lead faculty member, or other person in a leadership role who provides input on the curriculum and monitors the quality of instruction is a designated Canadian Registered Safety Technician (CRST or CRSP, for certificate) or Canadian Registered Safety Professional (CRSP, for diploma or degree).
1.19	A program advisory committee (PAC) or other similar oversight body meets regularly.

**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

#	CRITERION
1.20	The selection process for the PAC or other oversight body ensures broad representation from industry, potential employers, faculty, leadership, students, and graduates.
<b><i>Privacy</i></b>	
1.21	A privacy policy and process that complies with jurisdictional requirements and outlines which data are collected and how they are used is followed.
1.22	Student records are managed in accordance with program policy and relevant legislation.

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**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

## 2.0 Program Information and Admissions

#	CRITERION
2.1	Online or hard copy marketing and advertising information about the program is current, relevant, and is updated as required.
2.2	An admissions policy and process, that includes admission and enrollment timelines, is in place and followed.
2.3	Admission requirements, including prerequisites for admission, are regularly reviewed and updated as required.
2.4	Prior learning, including transfer credits and skills/experience equivalents, is assessed as per policy.
2.5	Prospective students have access to support to apply to the program.
2.6	Students are informed of graduation requirements at admission.

**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

### 3.0 Facilities and Learning Resources

#	CRITERION
<b><i>Facilities and equipment</i></b>	
3.1	The facility, including the classrooms, meets jurisdictional requirements, including fire codes, electrical codes, and accessibility requirements.
3.2	Sufficient classroom and lab facilities and equipment to support the learning objectives and student safety and well-being are in place. For online courses, program equipment refers to software, simulations, or similar.
3.3	Sufficient work, study, and meeting space to meet the needs of faculty, staff, and students for individual and group work is available.
3.4	Sufficient time is allowed for students to obtain hands-on and experiential learning.
3.5	Sufficient supplies (e.g., personal protective equipment, consumables for labs and practical learning) are available.
3.6	Program equipment, including equipment for hands-on and experiential learning and skills development, is current and properly maintained.
3.7	Students are trained to use program equipment.
<b><i>Resource materials</i></b>	
3.8	A physical and/or or online library or resource network, with sufficient reference material, is available.
3.9	Physical and/or online library resources are kept up to date and include commercial and empirical occupational health and safety research, to reflect the ever-changing, broad nature of the field.
<b><i>Online learning</i></b>	
3.10	Sufficient technology is in place for online learning.
3.11	A secure learning management system or other online process, training for users, and IT support to resolve issues are available for students using virtual learning.
3.12	Student assessment via online learning is secure and maintains the integrity of the assessment.
3.13	Support staff are available to help develop and maintain quality online learning materials that are provided to students.

**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

## 4.0 Student Services and Support

#	CRITERION
<b><i>Orientation</i></b>	
4.1	Student orientation includes information about: <ul style="list-style-type: none"> <li>• Access to support and resources</li> <li>• Emergency and evacuation procedures</li> <li>• First aid services</li> <li>• Use of electronic devices (e.g., cell phones, laptops)</li> <li>• On-site labs</li> <li>• In-person and online safety procedures</li> <li>• Field trips, if offered (e.g., insurance waivers, equipment requirements, expected behaviour)</li> <li>• Cooperative and field placements, if offered, including the need to follow the placement site's policies and processes</li> <li>• Technical support</li> <li>• Communication and interaction using the learning management system</li> <li>• How to use program communication channels</li> </ul>
<b><i>Code of conduct</i></b>	
4.2	A student code of conduct, that includes a student bill of rights, is provided to each student.
4.3	The student code of conduct outlines rights and responsibilities, including standards of professional behaviour, confidentiality, disciplinary processes for breaches of the code (e.g., plagiarism, cheating), and a complaints and appeals process.
<b><i>Information and resources</i></b>	
4.4	Communication methodologies are appropriate to student needs and include regular communication channels between the program and students.
4.5	Students have access to information and resources to support their successful completion of the program.
4.6	Students have access to academic support services.
4.7	Students have access to non-academic information in various languages as required to meet their needs.
<b><i>Accommodations</i></b>	
4.8	Jurisdictional accessibility requirements are met.
4.9	Students with disabilities have access to support that provides them with equal access to privacy and post-secondary education.

**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

**5.0 Human Resources**

#	CRITERION
<b><i>Hiring and Performance</i></b>	
5.1	Hiring policies and processes reflect a commitment to diversity, equity, and inclusion and are applied fairly and in a non-discriminatory manner.
5.2	Policies to address discrimination and harassment toward faculty, staff, and students are followed.
5.3	Job descriptions define required qualifications (e.g., education, industry experience, certification, licensing, continuing education requirements).
5.4	New staff are provided with an orientation to the program and their responsibilities.
5.5	Performance reviews are conducted as per institutional or program policy.
5.6	Faculty performance reviews assess technical industry knowledge, professional development, and adult learning and education skills.
5.7	Workload management policies and processes are in place to support worklife balance.
5.8	Faculty and staff are up to date with communication and technology methodologies.
5.9	Sufficient administrative and support staff are available to support the program.
<b><i>Faculty qualifications</i></b>	
5.10	Faculty are appropriately qualified for the subject matter they are teaching.
5.11	Associate or part-time faculty are familiar with Board of Canadian Registered Safety Professionals competencies, and the competencies are shared on a regular basis.
5.12	Faculty are encouraged to have or pursue, or to be familiar with, relevant qualifications and/or designations (e.g., Canadian Registered Safety Technician [CRST]/Canadian Registered Safety Professional [CRSP]) and be familiar with the CRST/CRSP blueprints.
5.13	Faculty qualifications include knowledge of adult education and teaching principles, in addition to subject matter expertise.
5.14	Faculty with expertise outside of occupational health and safety address the topic from an occupational health and safety perspective.
5.15	A faculty code of conduct is in place and followed.
<b><i>Faculty professional development</i></b>	
5.16	Faculty undertake continuous professional development to advance their academic knowledge.
5.17	Faculty maintain their designation with relevant professional development, as stipulated by their professional association.
5.18	Network and association membership resources are available for faculty.

**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

**6.0 Curriculum**

#	CRITERION
<b><i>Curriculum: All programs</i></b>	
6.1	The student-to-instructor ratio is sufficient for the program content and takes into account that, for example, hands-on and experiential learning may need more faculty than lectures.
6.2	Faculty keep their courses up to date and are responsive to student feedback.
6.3	Students are provided with a complete syllabus when they sign up for a course.
6.4	Attendance requirements are included in learning objectives.
6.5	Attendance rates are monitored based upon institution and/or program requirements.
6.6	Students have opportunities to develop practical competencies.
6.7	Students have access to information to help them undertake the Canadian Registered Safety Technician or the Canadian Registered Safety Professional application process.
<b><i>Curriculum: Certificate program</i></b>	
6.8	The curriculum is mapped to the competencies in the most recent version of the Canadian Registered Safety Technician Examination Blueprint.
6.9	Learning objectives and outcomes meet the competencies in the most recent version of the Canadian Registered Safety Technician Examination Blueprint, at the cognitive level defined in the blueprint.
6.10	The curriculum covers the foundational knowledge specified in the blueprint to be an entry-level safety technician.
6.11	The curriculum covers roles and responsibilities, code of ethics, and scope of practice as certified occupational health and safety technicians in their local jurisdiction.
6.12	The curriculum covers emerging trends in occupational health and safety.
6.13	The curriculum covers basic provincial and federal legislative requirements, including how to find and interpret such requirements.
<b><i>Curriculum: Diploma and degree programs</i></b>	
6.14	The curriculum is mapped to the competencies in the most recent version of the Canadian Registered Safety Professional Examination Blueprint.
6.15	Learning objectives and outcomes meet the competencies in the most recent version of the Canadian Registered Safety Professional Examination Blueprint, at the cognitive level defined in the blueprint.
6.16	The curriculum includes subject-specific hands-on and experiential learning.
6.17	The curriculum covers local, provincial, and national occupational health and safety requirements and common law in the jurisdiction as well as the legislative frameworks of other jurisdictions, including international requirements.
6.18	The curriculum covers related topics including business communications, engineering principles, project management, change management, human resources, and technical writing.

**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

#	CRITERION
6.19	The curriculum covers ethical practice, either as a formal course or woven through program content.

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**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

## 7.0 Student Assessment

#	CRITERION
7.1	Students are aware of the learning expectations and are informed of how they will be assessed in each part of the program.
7.2	Student assessment is aligned with the appropriate blueprint assessment level.
7.3	Grading policies and processes for student assessment are clear and transparent.
7.4	A pass grade is established for occupational health and safety courses.
7.5	A variety of summative, formative, and informal assessment vehicles that are matched to the competency and the content, and chosen by the instructors, are used.
7.6	Students are assessed against defined learning objectives.
7.7	Faculty are trained to provide feedback to students.
7.8	Students are provided with regular and timely feedback about their progress, as per defined requirements for feedback.
7.9	In addition to technical skills, students' non-technical skills are assessed.

**BOARD OF CANADIAN REGISTERED SAFETY PROFESSIONALS**  
**DRAFT STANDARD FOR CERTIFICATE, DIPLOMA, AND DEGREE PROGRAMS**

## 8.0 Quality Improvement and Evaluation

#	CRITERION
<b><i>Quality review</i></b>	
8.1	A program quality review process and cycle is in place and followed.
8.2	Quality indicators are identified and regularly reviewed, and the results are acted on as required.
8.3	The program quality review includes an assessment of program/institutional data and instructor/course data; accreditation data, if available; and feedback from faculty, past and present students, industry and industry associations, partners, employers, and other stakeholders.
8.4	Mechanisms to disseminate program quality review results to stakeholders are in place and used.
8.5	Faculty and staff participate in an annual analysis of program effectiveness that includes a review of feedback from stakeholders, enrollment rates, and graduate success rates, to identify curriculum gaps and consider emerging technologies and risks.
8.6	Program-level student performance rates are analyzed to identify, for example, course failure rates and difficulties with courses, retention, and completion time to graduate.
8.7	The curriculum is reviewed regularly, and updated to reflect the latest version of the competencies and changes in the profession.
8.8	Student evaluation of courses takes place at minimum once per course.
8.9	Board of Canadian Registered Safety Professionals examination results are evaluated to identify areas of strength and weakness, and the results are acted on as required.
8.10	Examination pass rates are monitored and reported, and the results are acted on as required.
8.11	Graduation rates are monitored and reported, and the results are acted on as required.
8.12	Graduate employment rates are monitored and reported as a key performance indicator, and the results are acted on as required.
8.13	Feedback from diverse stakeholder groups is solicited regularly and the results are reviewed, communicated to relevant stakeholders, and acted on as required.

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### GLOSSARY

- **American Psychological Association (APA)**
- **Administration:** Program support personnel, more generic to the institution rather than the program, although they may be the same. Responsible for activities such as human resources and allocating financial resources. Not necessarily subject matter experts.
- **Canadian Registered Safety Technician (CRST) (certificate):** Demonstrate foundational knowledge and comprehension. Conversant with the topics in the blueprint but not responsible for implementing independently. Ready to enter the field and be mentored.
- **Canadian Registered Safety Professional (CRSP) (diploma/degree):** Demonstrate critical thinking and proficiency.
- **Leadership:** Deans and upper management; above program leadership with financial accountability and subject matter expertise.
- **Modern Language Association (MLA)**

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