

OHS POST SECONDARY Accreditation Standard

for Occupational Health
and Safety Education
Programs

2023 – APRIL DRAFT

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Glossary of Terms

Accreditation: the time-limited approval granted by a non-governmental agency of an educational program or institution offering services according to defined standards.

Sustainability: The ability to maintain the program from an economic, social, and environmental perspective

Technology for online learning: Should include an orientation platform, a work group platform, and engagement platforms for faculty and students.

Many professional and regulatory bodies support the accreditation of professional education programs as a way to boost the credibility of the profession and improve the quality and consistency of the education offered to students. The Board of Canadian Registered Safety Professionals (BCRSP), which sets certification standards for the occupational health and safety (OHS) profession in Canada, joined their ranks in 2022 by developing an accreditation process for OHS post-secondary education programs.

Accreditation is defined as the time-limited approval granted by a non-governmental agency of an educational program or institution offering services according to defined standards. The accreditation process is comprehensive and rigorous without being prescriptive. Students choosing an accredited program can be confident that they will receive a high-quality education and will emerge well-prepared to work in the field.

Early in 2021, BCRSP convened a Standards Working Group, whose members had OHS as well as accreditation expertise, to oversee the development of the standard and the accreditation process as a whole. The standard was developed based on input from experts in the field and an extensive, Canada-wide national consultation. This feedback was instrumental in refining the standard, which was pilot tested at several OHS education programs across the country.

The standard applies to education programs of all sizes, large and small, and covers Canadian Registered Safety Technician certificate programs and Canadian Registered Safety Professional diploma/degree programs. It goes well beyond a curriculum audit, being divided into eight foundational sections that each address a significant aspect of program operations, from leadership and administration to student services and support to quality improvement. Each section consists of criteria that programs are expected to meet to show how they provide quality learning outcomes that meet the needs of students and the profession. For most criteria, the standard also lists suggested evidence that an education program could submit to show how it meets the criterion. However, these lists are not exhaustive or prescriptive, and the program is welcome to submit other evidence instead of or in addition to what appears in the evidence list.

Criteria

1.0 Leadership and Administration

INTENT: To ensure the education program meets regulatory requirements to operate and has a responsive leadership team that maintains necessary oversight, plans effectively, and addresses issues quickly.

	REQUIREMENT	SUGGESTED EVIDENCE
Planning and oversight		
1.1	The program meets all requirements to operate as an educational program in its jurisdiction. 1.1 is a mandatory requirement for all programs	<ul style="list-style-type: none"> • <i>Certificate, permit, or similar document from jurisdictional body</i>
1.2	Program-specific vision and mission statements are in place, regularly reviewed, and kept up to date.	<ul style="list-style-type: none"> • <i>Vision and mission</i> • <i>Schedule for review of vision and mission</i> • <i>Meeting minutes or other records of discussions where the vision and mission were reviewed, and list of any changes made</i> • <i>Name of person or group responsible for approving the vision and mission</i>
1.3	A program-specific strategic plan is in place, regularly reviewed, and kept up to date.	<ul style="list-style-type: none"> • <i>Strategic plan</i> • <i>Schedule for review of strategic plan</i> • <i>Meeting minutes or other records of discussions where the strategic plan was reviewed, and list of any changes made</i> • <i>Name of person or group responsible for approving the strategic plan</i>
1.4	Program sustainability is monitored by program leadership and issues are addressed in a timely manner.	<ul style="list-style-type: none"> • <i>Organizational chart or other similar document indicating responsibilities for oversight of program sustainability</i> • <i>Job description(s) for position(s) providing oversight of program sustainability</i> • <i>Meeting minutes or other records of discussions where program sustainability was reviewed, and list of any changes made</i> • <i>Enrolment, attrition, and graduate reports for the previous three years</i> • <i>Audited financial statements for the previous three years</i>

	REQUIREMENT	SUGGESTED EVIDENCE
		<ul style="list-style-type: none"> • <i>Program budgets for the previous three years</i>
1.5	Program policies are regularly reviewed and kept up to date.	<ul style="list-style-type: none"> • <i>List of program policies, which could address program approvals, admissions, advertising, recruitment, and disclosures (cost, accreditation status, licensing, regulations), with most recent review and revision dates for each policy</i> • <i>Schedule for review of program policies</i> • <i>Meeting minutes or other records of discussions where policies were reviewed, and list of any changes made</i>
1.6	The allocation of human, financial, and physical resources used to deliver the program is regularly evaluated.	<ul style="list-style-type: none"> • <i>Documentation from relevant departments (e.g., human resources, finance) showing how resources are allocated.</i> • <i>Schedule for review of resource allocations</i> • <i>Meeting minutes or other records of discussions where resource allocations were reviewed, and list of any changes made</i>
1.7	A policy on conflict of interest is in place and followed.	<ul style="list-style-type: none"> • <i>Conflict of interest policy</i> • <i>Signed conflict of interest declarations</i> • <i>Records of conflict-of-interest policy infringements, if any, and the resolution, in the previous three years</i>
1.8	A policy on privacy that meets relevant legislation and protects student records is in place and followed.	<ul style="list-style-type: none"> • <i>Privacy policy</i> • <i>Copy of jurisdictional privacy legislation</i> • <i>Records of privacy policy infringements, if any, and the resolutions, in the previous three years</i>
1.9	Partnership agreements with other institutions and employers are in place for cooperative and field placements. (if applicable)	<ul style="list-style-type: none"> • <i>Description of cooperative and field placement program</i> • <i>Cooperative and field placement partnership agreements with employers</i>
1.10	Cooperative and field placements are monitored by program leadership. (if applicable)	<ul style="list-style-type: none"> • <i>Cooperative and field placement evaluation reports</i> • <i>Feedback from employers and students</i>
<i>Finance and budgeting</i>		
1.11	Accountability for financial oversight of the program is assigned to program leadership.	<ul style="list-style-type: none"> • <i>Organizational chart or other similar document indicating responsibilities for financial oversight</i>

	REQUIREMENT	SUGGESTED EVIDENCE
		<ul style="list-style-type: none"> • <i>Job description(s) for position(s) providing financial oversight (e.g., Chair, Dean)</i>
1.12	Sufficient financial resources are available to support programming.	<ul style="list-style-type: none"> • <i>Audited financial statements for the previous three years</i> • <i>Program budgets for the previous three years</i>
1.13	A program budget separate from other institutional program budgets is in place.	<ul style="list-style-type: none"> • <i>Program budgets for the previous three years</i>
1.14	Program-specific financial statements are available.	<ul style="list-style-type: none"> • <i>Program financial statements for the previous three years</i>
<i>Program oversight</i>		
1.15	Responsibility for program oversight and accountability is assigned to program leadership.	<ul style="list-style-type: none"> • <i>Organizational chart or other similar document indicating responsibilities for program oversight</i> • <i>Job description(s) for position(s) providing program oversight (e.g., Chair, Dean)</i>
1.16	Responsibility for providing input on the curriculum and monitoring the quality of instruction is assigned to a Canadian Registered Safety Professional.	<ul style="list-style-type: none"> • <i>Organizational chart or other similar document indicating responsibilities for providing input on the curriculum and monitoring the quality of instruction</i> • <i>Job description(s) for those providing program oversight</i>
1.17	A program advisory committee or other similar oversight body, with representation from program leadership, industry, faculty, students, and graduates, meets regularly.	<ul style="list-style-type: none"> • <i>Program advisory committee terms of reference</i> • <i>List of current program advisory committee members and their affiliations</i> • <i>Dates of scheduled program advisory committee meetings for the coming year</i> • <i>Program advisory committee meeting minutes, showing attendees, for the previous three years</i>

2.0 Program Information and Admissions

INTENT: To ensure public information about the program, including admission requirements, is accurate and easily available.

	REQUIREMENT	SUGGESTED EVIDENCE
2.1	Marketing and advertising information about the program is regularly reviewed and kept up to date.	<ul style="list-style-type: none"> • <i>Marketing and advertising materials (hard copy and/or website links)</i> • <i>Meeting minutes or other records of discussions where marketing and advertising information was reviewed, and list of any changes made</i>
2.2	A policy on admissions that includes admission and enrollment timelines is in place and followed.	<ul style="list-style-type: none"> • <i>Admissions policy</i> • <i>Records of admissions policy infringements, if any, and the resolution, in the previous three years</i>
2.3	Admission requirements are regularly reviewed and kept up to date.	<ul style="list-style-type: none"> • <i>Admission requirements (hard copy and/or website link)</i> • <i>Meeting minutes or other records of discussions where admission requirements were reviewed, and list of any changes made</i>
2.4	A policy on prior learning that addresses exemptions, transfer credits, and skills/experience equivalents is in place and followed.	<ul style="list-style-type: none"> • <i>Prior learning policy</i> • <i>Records of prior learning policy infringements, if any, and the resolution, in the previous three years</i> • <i>Examples of when the prior learning policy was used</i>
2.5	Course descriptions and graduation requirements are available to prospective students.	<ul style="list-style-type: none"> • <i>Program materials available to students (hard copy and/or website links)</i>

3.0 Facilities and Learning Resources

INTENT: To ensure the education program has the facilities and resources it needs to deliver high-quality, comprehensive occupational health and safety education.

If a program is 100% online and the institution no physical infrastructure, some clauses may be N/A.

	REQUIREMENT	SUGGESTED EVIDENCE
Facilities, equipment, and resources		
3.1	Program spaces meet jurisdictional requirements, including building codes, fire codes, electrical codes, and physical accessibility requirements.	<ul style="list-style-type: none"> • <i>Inspection reports (external and/or from facilities management team)</i> • <i>Certificates and permits</i> • <i>Reports from facilities management team</i>
3.2	Sufficient space for classes and labs; bandwidth for online learning; and equipment, supplies, and software are available to support programming.	<ul style="list-style-type: none"> • <i>Blueprint or floor plan of facility, highlighting classroom and lab spaces</i> • <i>Description of online learning resources</i> • <i>List of program equipment, supplies, and software</i> • <i>Student enrolment, and faculty and staff complement</i>
3.3	Sufficient work, study, and meeting space for faculty, staff, and students is available.	<ul style="list-style-type: none"> • <i>Blueprint or floor plan of facility, highlighting work, study, and meeting space</i> • <i>Student enrolment and faculty and staff complement</i>
3.4	Program equipment is current and inspected and maintained in accordance with applicable standards, codes, and/or manufacturer's guidelines.	<ul style="list-style-type: none"> • <i>List of program equipment</i> • <i>Replacement/lifecycle schedule for equipment</i> • <i>Inspection reports (external and/or from facilities management team)</i> • <i>Joint occupational health and safety reports</i> • <i>Equipment inspection certificates</i> • <i>Maintenance records</i>
3.5	Students are trained to safely use or operate program equipment, including personal protective equipment.	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Teaching material used to train students on program</i> • <i>Lab manuals and/or operating procedures</i> • <i>Training records</i> • <i>Operating procedures</i>
3.6	Up-to-date occupational health and safety reference materials and resources, including relevant regulations, standards, and codes, are available to students	<ul style="list-style-type: none"> • <i>List of library resources</i> • <i>Link to online resource network</i>

	REQUIREMENT	SUGGESTED EVIDENCE
	through a physical or online library or resource network.	
Online learning (N/A ratings provided for this section)		
Note: criteria in other sections of the standard are applicable to both online and in-person programs		
3.7	Sufficient secure infrastructure is available to deliver online learning to students, including mechanisms for students to communicate and engage with faculty and class members.	<ul style="list-style-type: none"> • <i>Description of online learning system</i>
3.8	Orientation and training are available to faculty and students on how to use the online system.	<ul style="list-style-type: none"> • <i>Orientation/training materials for online learning (instruction manuals, guides, FAQs)</i>
3.9	Timely IT support to resolve issues with the online system is available to faculty and students.	<ul style="list-style-type: none"> • <i>Job description(s) showing IT support for online learning</i> • <i>Log of responses to IT issues</i>
3.10	Online assessment of students is secure and maintains academic integrity.	<ul style="list-style-type: none"> • <i>Description of process to assess students online, including security provisions</i> • <i>Examples of online learning assessments</i>

4.0 Student Services and Support

INTENT: To ensure students are provided with information about the program and have access to services to support their academic needs, and their mental and physical health.

	REQUIREMENT	SUGGESTED EVIDENCE
Orientation		
4.1	Student orientation addresses program policies and procedures and provides students with information about services available to them, including academic support services, physical and mental health services, and technical support services.	<ul style="list-style-type: none"> • <i>Student orientation package</i> • <i>Orientation schedule</i> • <i>Date of last orientation</i>
Code of conduct		
4.2	A student code of conduct that addresses rights, responsibilities, and standards of professional behaviour; disciplinary processes for breaches of the code; and a complaints and appeals process is provided to students at admission.	<ul style="list-style-type: none"> • <i>Student code of conduct</i> • <i>Number of violations of the code in the past three years</i> • <i>Examples of how violations of the code of conduct were handled</i>
4.3	Students confirm they have received, read, and understood the student code of conduct.	<ul style="list-style-type: none"> • <i>Document signed by students to acknowledge they have received, read, and understood the code of conduct</i> • <i>Examples of signed documents</i>
Information and resources		
4.4	Mechanisms to facilitate communication between faculty/staff and students are in place, and students are provided with information about how to use these mechanisms.	<ul style="list-style-type: none"> • <i>List of communication mechanisms available to students</i> • <i>Information provided to students to inform them of the communication mechanisms</i>
4.5	Academic support services are available, and students are provided with information about how to access these services.	<ul style="list-style-type: none"> • <i>List of academic support services available to students</i> • <i>Information provided to students to inform them of the academic support services</i>
4.6	Accommodations are available for students with learning or other disabilities, and students are provided with information about how to access these services.	<ul style="list-style-type: none"> • <i>Information provided to students about accommodations</i> • <i>Examples of situations when accommodations were made</i>
4.7	A policy on student appeals that includes a resolution process is in place and followed.	<ul style="list-style-type: none"> • <i>Student appeals policy</i> • <i>Records of student appeals policy infringements, if any, and the resolution, in the previous three years</i>

	REQUIREMENT	SUGGESTED EVIDENCE
		<ul style="list-style-type: none">• <i>Examples of situations where the policy was applied</i>

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5.0 Human Resources

INTENT: To ensure the education program has a safe workplace for its faculty and staff, supports them as needed, and promotes their professional development.

	REQUIREMENT	SUGGESTED EVIDENCE
Hiring		
5.1	A policy on hiring that reflects a commitment to equity, diversity, inclusion, and fair and non-discriminatory hiring practices is in place and followed.	<ul style="list-style-type: none"> • <i>Hiring policy</i> • <i>Records of hiring policy infringements, if any, and the resolution, in the previous three years</i> • <i>Examples of how the commitment to equity, diversity, and inclusion is communicated to faculty, staff, and applicants</i>
5.2	Policies on discrimination, harassment, and workplace violence toward faculty, staff, and students are in place and followed.	<ul style="list-style-type: none"> • <i>Discrimination, harassment, and workplace violence policies</i> • <i>Records of discrimination, harassment, and workplace violence policy infringements, if any, and the resolution, in the previous three years</i> • <i>Examples of situations when the policies were applied</i>
5.3	Job descriptions for faculty and staff define required qualifications and competencies.	<ul style="list-style-type: none"> • <i>Faculty job descriptions that list, for example, required education, industry experience, certification, licensing, and continuing education</i>
5.4	New faculty and staff are provided with an orientation to the program and their responsibilities.	<ul style="list-style-type: none"> • <i>Faculty and staff orientation package</i> • <i>Faculty and staff orientation schedule</i> • <i>Date of last orientation and number of participants</i>
5.5	A policy on workload management for faculty and staff is in place and followed.	<ul style="list-style-type: none"> • <i>Workload management policy</i> • <i>Workload matrix or form that shows hours</i> • <i>Records of workload management policy infringements, if any, and the resolution, in the previous three years</i> • <i>Collective agreement provisions on workload management</i>
5.6	A faculty and staff code of conduct is in place and followed.	<ul style="list-style-type: none"> • <i>Faculty/staff code of conduct</i> • <i>Number of violations of the code in the past three years</i> • <i>Description of how the violations of the code of conduct were handled</i>
5.7	Sufficient faculty and staff are available to support programming.	<ul style="list-style-type: none"> • <i>List of faculty and staff, showing responsibilities for program support</i>

	REQUIREMENT	SUGGESTED EVIDENCE
		<ul style="list-style-type: none"> List of faculty assignments: Assigned courses taught, duration, and specified student contact hours Organizational chart
Faculty qualifications		
5.8	Faculty are appropriately qualified for the subject matter they are teaching.	<ul style="list-style-type: none"> Hiring policy Faculty job descriptions Faculty CVs Faculty designations and certifications held, if not indicated in CVs Faculty professional development and training records
5.9	Faculty are familiar with the Board of Canadian Registered Safety Professionals designations, and examination blueprints and competencies. ⁱ	<ul style="list-style-type: none"> Interview templates Samples from interview notes Records of information and training provided to faculty, possibly during orientation, on BCRSP designations, and examination blueprints and competencies
5.10	Faculty are supported to pursue and maintain relevant designations and/or certifications.	<ul style="list-style-type: none"> Description of support available to faculty with regard to designations and/or certifications Budget showing professional development funds Collective agreement provisions regarding professional development List of faculty designations and/or certifications List of faculty who have pursued or designations and/or certifications in the previous three years, and the results
5.11	Faculty qualifications include knowledge of adult education and teaching principles.	<ul style="list-style-type: none"> Faculty job descriptions Faculty CVs Faculty bio, training records Institution's faculty onboarding program
Faculty professional development		
5.12	A policy on assessing faculty performance is in place and followed.	<ul style="list-style-type: none"> Faculty performance assessment policy Collective agreement provisions regarding faculty performance assessment Records of faculty performance assessment policy infringements, if any,

	REQUIREMENT	SUGGESTED EVIDENCE
		<i>and the resolution, in the previous three years</i>
5.13	Faculty performance reviews assess competency and consider student evaluations.	<ul style="list-style-type: none"> • <i>List of competencies to be assessed, which could include technical industry knowledge, professional development, and adult learning and education skills</i> • <i>Faculty and course evaluations</i>
5.14	Faculty undertake continuous professional development to advance their academic knowledge.	<ul style="list-style-type: none"> • <i>Faculty professional development and training records from the previous three years</i> • <i>List of network and association memberships held by faculty</i> • <i>List of designations and certifications held by faculty</i>
5.15	Professional development resources are available to faculty.	<ul style="list-style-type: none"> • <i>Budget showing professional development funds</i> • <i>Faculty professional development and training records from the previous three years</i>

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6.0 Curriculum

INTENT: To ensure the curriculum for certificate and diploma/degree programs is comprehensive and up to date.

	REQUIREMENT	SUGGESTED EVIDENCE
Curriculum: 6.1 applies to all programs		
6.1	<p>Students are provided with a syllabus that includes the learning outcomes, the pass grade, attendance requirements, and the assessment method when they register for a course.</p> <p>6.1 is a mandatory requirement for all programs</p>	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Attendance policy and description of attendance monitoring and tracking mechanisms</i> • <i>Orientation checklist</i>
Note: Requirements 6.2 to 6.6 apply to certificate and diploma/degree programs.		
6.2	<p>Student-to-instructor ratios are established by the program and are sufficient for the program content, including for hands-on and experiential learning.</p>	<ul style="list-style-type: none"> • <i>Student enrolment</i> • <i>Faculty size</i> • <i>Class sizes</i> • <i>List of student-to-instructor ratios for each course</i> • <i>Faculty contact hours, as per collective agreements</i>
6.3	<p>Course content is kept up to date, and updates reflect emerging trends in the field and take student feedback into account.</p>	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Results of course evaluations and updates made in response to the evaluations</i> • <i>List of emerging trends that have been added to course content</i> • <i>Summary report on student feedback that has influenced updates to course content</i>
6.4	<p>Students have opportunities within the program to develop and demonstrate practical competencies.</p>	<ul style="list-style-type: none"> • <i>List of practical competencies available through the program, which could include leading an investigation, conducting hazard and operability analyses exercise (HAZOP), conducting inspections, performing respiratory FIT testing, developing work procedures, developing hazard ID documents, conducting job safety and job hazard analyses, developing task analysis safety cards (TASC)</i>

	REQUIREMENT	SUGGESTED EVIDENCE
6.5	Students are provided with information about the Board of Canadian Registered Safety Professionals designations, examination blueprints and competencies, and the application process. ⁱ	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Examples of teaching material related to BCRSP designations, examination blueprints and competencies, and the application process</i>
6.6	The curriculum includes content on ethical practice that incorporates the BCRSP <i>Code of Ethics & Professional Conduct</i> . ⁱ	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Teaching material used to provide information on ethical practice to students</i>
<p>Curriculum: Certificate programs</p> <p>Note: Requirements 6.7 to 6.10 apply to certificate programs only.</p>		
6.7	The curriculum is mapped to the competencies in the most recent version of the <i>Blueprint for the Canadian Registered Safety Technician Examination</i> . ⁱ	<ul style="list-style-type: none"> • <i>Map of competencies to program curriculum and a legend for the map</i>
6.8	Course learning outcomes are based on the competencies in the most recent version of the <i>Blueprint for the Canadian Registered Safety Technician Examination</i> . ⁱ	<ul style="list-style-type: none"> • <i>Map of the learning outcomes to competencies</i> • <i>Examples of how delivery covers the blueprint competencies and evaluates students against them</i> • <i>Course outlines and evaluation samples to show outcomes are met</i> • <i>Course outcomes/design document that reference specific competencies.</i>
6.9	The curriculum includes roles and responsibilities, code of ethics, and scope of practice as certified occupational health and safety technicians in the local jurisdiction.	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Teaching material used to provide information on roles and responsibilities, code of ethics, and scope of practice to students</i>
6.10	The curriculum includes occupational health and safety legislative requirements at the entry-level safety technician, including how to find, understand, and apply such requirements as appropriate.	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Teaching material used to provide information on legislative requirements to entry-level safety technician students</i>
<p>Curriculum: Diploma and degree programs</p> <p>Note: Requirements 6.11 to 6.15 apply to diploma and degree programs only.</p>		
6.11	The curriculum is mapped to the competencies in the most recent version of the <i>Blueprint for the Canadian Registered Safety Professional Examination</i> . ⁱ	<ul style="list-style-type: none"> • <i>Map of competencies to program curriculum and a legend for the map</i>
6.12	Course learning outcomes are based on the competencies in the most recent version of	<ul style="list-style-type: none"> • <i>Examples of how delivery covers the blueprint competencies and evaluates students against them</i>

	REQUIREMENT	SUGGESTED EVIDENCE
	the <i>Blueprint for the Canadian Registered Safety Professional Examination</i> . ⁱ	<ul style="list-style-type: none"> • <i>Course outlines and evaluation samples to show outcomes are met</i>
6.13	The curriculum includes subject-specific hands-on and experiential learning.	<ul style="list-style-type: none"> • <i>List of subject-specific hands-on and experiential learning opportunities available through the program, such as cooperative and field placements, industry audits, labs, or other similar activities</i>
6.14	<p>The curriculum includes local, provincial, and federal occupational health and safety requirements and legal frameworks in various jurisdictions, as appropriate.</p> <p>Definitions: Legal frameworks: <i>Examples include common law, contract law, statutory law, torts, guidelines, codes of practice, best practices, and others.</i></p> <p>Jurisdictions: <i>Examples include provincial, federal, state, environmental, international, or other.</i></p>	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Teaching material used to provide information on legislative OHS requirements to students</i>
6.15	The curriculum includes related topics including business communications, project management, change management, human resources, and technical writing.	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Teaching material used to provide information on related topics such as business communications, project management, change management, human resources, and technical writing to students</i>

7.0 Student Assessment

INTENT: To ensure student assessment methods are fair, measured, and well-communicated to students.

	REQUIREMENT	SUGGESTED EVIDENCE
7.1	A policy on student assessment and grading is in place and followed.	<ul style="list-style-type: none"> • <i>Assessment and grading policy</i> • <i>Records of assessment and grading policy infringements, if any, and the resolution, in the previous three years</i>
7.2	A pass grade for each course is established.	<ul style="list-style-type: none"> • <i>List of pass grades for each course</i>
7.3	Student assessment is aligned with the appropriate examination blueprint. ⁱ	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Learning outcomes for each course</i>
7.4	Students are assessed against defined learning outcomes for each course.	<ul style="list-style-type: none"> • <i>Syllabus or course outlines</i> • <i>Learning outcomes for each course</i>

	REQUIREMENT	SUGGESTED EVIDENCE
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.	<ul style="list-style-type: none"> • <i>List of assessment vehicles for each course</i>
7.6	Students are assessed on required human skills that are identified by the program and specified in learning outcomes.	<ul style="list-style-type: none"> • <i>List of soft skills assessed by the program, which could include technical and report writing, effective communication, dispute resolution, negotiation, and teamwork</i>
7.7	Students are provided with regular, constructive feedback about their progress, which includes mentoring or coaching when needed.	<ul style="list-style-type: none"> • <i>Description of mechanisms used to provide feedback to students</i> • <i>Examples of documentation of recent feedback, coaching, or mentoring discussions</i>

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8.0 Quality Improvement and Evaluation

INTENT: To ensure the education program conducts regular and comprehensive quality assessment of its program and curriculum.

	REQUIREMENT	SUGGESTED EVIDENCE
8.1	A curriculum review is conducted regularly and updates are made to reflect the latest version of the Board of Canadian Registered Safety Professionals examination blueprints and competencies, and changes in the profession. ⁱ	<ul style="list-style-type: none"> • Description of curriculum review process, including roles and responsibilities and scheduled dates • Reports from three previous curriculum reviews, highlighting completion status of identified action items • Meeting minutes or other records of discussions where the curriculum was reviewed, and list of any changes made
8.2	Key performance indicators are identified and the data used to improve the program.	<ul style="list-style-type: none"> • Key performance indicators monitored by the program • Meeting minutes or other records of discussions where key performance indicator data are reviewed, and list of any changes made
8.3	A program quality review process and cycle are in place and followed.	<ul style="list-style-type: none"> • Description of program quality review process, including roles and responsibilities and scheduled dates • Reports from three previous quality reviews, highlighting completion status of identified action items • Meeting minutes or other records of discussions where quality review results were reviewed, and list of any changes made
8.4	The quality review includes an assessment of information and data from multiple sources.	<ul style="list-style-type: none"> • List of data sources used as part of the quality review, which could include key performance indicator data; program and course data such as examination pass rates for each course, student performance rates, graduation rates, and graduate employment rates; previous accreditation data; feedback from stakeholders identified by the program (e.g., faculty, staff, students, employers and industry, regulators)
8.5	Students have regular opportunities to evaluate each course in which they are registered.	<ul style="list-style-type: none"> • Completed course evaluation forms
8.6	Board of Canadian Registered Safety Professionals examination results for program students are evaluated to identify	<ul style="list-style-type: none"> • Meeting minutes or other records of discussions where BCRSP examination results for education program students

	REQUIREMENT	SUGGESTED EVIDENCE
	<p>areas of strength and weakness, and issues are addressed in a timely manner.</p> <p>NOTE: Aggregate BCRSP examination results will be provided by BCRSP</p>	<p><i>were reviewed, and list of any changes made</i></p>
8.7	<p>Feedback from diverse stakeholder groups is solicited regularly, the results are reviewed and communicated to relevant stakeholders, and issues are addressed in a timely manner.</p>	<ul style="list-style-type: none"> • <i>List of stakeholders identified by the program</i> • <i>Description of how stakeholder feedback is solicited, and how often</i> • <i>Examples of recent stakeholder feedback solicitations, and the results</i> • <i>Meeting minutes or other records of discussions where stakeholder feedback was reviewed, and list of any changes made</i>
8.8	<p>The results of the curriculum and quality reviews are available to stakeholders.</p>	<ul style="list-style-type: none"> • <i>Description of how reviews are made available to stakeholders</i>

ⁱ If other organisations join into the accreditation council in the future, the applicable standard will be updated to reflect multiple programs (e.g. an OH education program may be accredited using an OH blueprint i.e. CRBOH if CRBOH opted into participation).