

# OHS Post-Secondary Accreditation Standard

for Occupational Health and  
Safety Education Programs



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## **Introduction**

In Canada and around the world, professional and regulatory bodies are recognizing that accreditation of professional education programs is a valuable way to boost the credibility of the specific 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 2023 by releasing an accreditation standard and an accreditation process for OHS post-secondary education programs.

BCRSP accreditation is a time-limited recognition that an OHS education program or institution meets BCRSP's defined standard and offers services in accordance with that standard. The BCRSP accreditation process is comprehensive and rigorous without being prescriptive, allowing OHS education programs to retain their own individual focus and approach while still meeting BCRSP's fundamental requirements for consistent, effective, and high-quality OHS education.

In 2021, BCRSP convened a Standards Working Group, comprising members with OHS and accreditation expertise, to oversee the development of an OHS standard and accreditation process. The resulting *OHS Post-Secondary Accreditation Standard for Occupational Health and Safety Education Programs* is based on input from the Working Group and other experts in the field; an extensive, Canada-wide national consultation; ongoing and in-depth discussion and debate; and, finally, pilot testing at several OHS education programs in Canada.

This standard applies to Canadian Registered Safety Technician certificate programs and Canadian Registered Safety Professional diploma/degree programs, of any size. It goes well beyond a curriculum audit to address all aspects of program operations, divided into eight sections as follows: Leadership and Administration, Program Information and Admissions, Facilities and Learning Resources, Student Services and Support, Human Resources, Curriculum, Student Assessment, and Quality Improvement and Evaluation.

Each section lists the requirements that an education program is expected to meet to show how the program supports quality learning outcomes that meet the needs of students and the profession. Most requirements include a list of suggested evidence that the program may submit as examples of how it meets the requirement. The evidence lists are neither exhaustive nor prescriptive, and the program may choose to submit other evidence instead of or in addition to what appears in the evidence lists.

Students choosing a BCRSP-accredited education program can be confident that they will receive a high-quality, comprehensive education and will be well prepared to work in the field after graduation.

**NOTE:** As more organizations join the BCRSP Accreditation Council, some requirements will be updated to encompass the programs of those organizations. This means, for instance, that if the Canadian Registration Board of Occupational Hygienists were to opt into participation, then an occupational hygienist education program may be accredited using an occupational hygienist blueprint. The requirements that would be subject to this change are 5.9, 6.5, 6.6, 6.7, 6.8, 6.11, 6.12, 7.3, and 8.1; these are marked in the standard with an asterisk (\*).

# Standard Requirements

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

	REQUIREMENT	SUGGESTED EVIDENCE
		<ul style="list-style-type: none"> <li>• <i>Program budgets for the previous three years</i></li> </ul>
1.5	Program policies are regularly reviewed and kept up to date.	<ul style="list-style-type: none"> <li>• <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></li> <li>• <i>Schedule for review of program policies</i></li> <li>• <i>Meeting minutes or other records of discussions where policies were reviewed, and list of any changes made</i></li> <li>• <i>Description of how faculty, staff, and students are informed about the policies that apply to them</i></li> </ul>
1.6	The allocation of human, financial, and physical resources used to deliver the program is regularly evaluated.	<ul style="list-style-type: none"> <li>• <i>Documentation from relevant departments (e.g., human resources, finance) showing how resources are allocated</i></li> <li>• <i>Schedule for review of resource allocations</i></li> <li>• <i>Meeting minutes or other records of discussions where resource allocations were reviewed, and list of any changes made</i></li> </ul>
1.7	A policy on conflict of interest is in place and followed.	<ul style="list-style-type: none"> <li>• <i>Conflict of interest policy</i></li> <li>• <i>Signed conflict of interest declarations</i></li> <li>• <i>Records of conflict of interest policy infringements, if any, and the resolutions, in the previous three years</i></li> <li>• <i>Examples of when the conflict of interest policy was applied</i></li> </ul>
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"> <li>• <i>Privacy policy</i></li> <li>• <i>Copy of jurisdictional privacy legislation</i></li> <li>• <i>Records of privacy policy infringements, if any, and the resolutions, in the previous three years</i></li> </ul>
1.9	Partnership agreements with other institutions and employers are in place for cooperative and field placements, if placements are offered.	<ul style="list-style-type: none"> <li>• <i>Description of cooperative and field placement program</i></li> <li>• <i>Cooperative and field placement partnership agreements with employers</i></li> </ul>
1.10	Cooperative and field placements are monitored by program leadership, if placements are offered.	<ul style="list-style-type: none"> <li>• <i>Cooperative and field placement evaluation reports</i></li> <li>• <i>Feedback from employers and students on placements</i></li> </ul>

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

## 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"> <li>• <i>Marketing and advertising materials (hard copy and/or website links)</i></li> <li>• <i>Meeting minutes or other records of discussions where marketing and advertising information was reviewed, and list of any changes made</i></li> </ul>
2.2	A policy on admissions, that includes admission and enrolment timelines, is in place and followed.	<ul style="list-style-type: none"> <li>• <i>Admissions policy</i></li> <li>• <i>Records of admissions policy infringements, if any, and the resolutions, in the previous three years</i></li> </ul>
2.3	Admission requirements are regularly reviewed and kept up to date.	<ul style="list-style-type: none"> <li>• <i>Admission requirements (hard copy and/or website link)</i></li> <li>• <i>Meeting minutes or other records of discussions where admission requirements were reviewed, and list of any changes made</i></li> </ul>
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"> <li>• <i>Prior learning policy</i></li> <li>• <i>Records of prior learning policy infringements, if any, and the resolutions, in the previous three years</i></li> <li>• <i>Information about how prospective students are informed about the prior learning policy</i></li> <li>• <i>Examples of situations when the prior learning policy was applied</i></li> </ul>
2.5	Course descriptions and-graduation requirements are available to prospective students.	<ul style="list-style-type: none"> <li>• <i>Program materials available to prospective students (hard copy and/or website links)</i></li> </ul>

### 3.0 Facilities and Learning Resources

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

**NOTE:** Requirement 3.1 applies to in-person and online learning. Requirements 3.2 to 3.6 apply to programs with physical infrastructure that offer in-person learning. Requirements 3.7 to 3.10 apply to programs that offer 100% online learning or a mix of online and in-person learning (hybrid).

	REQUIREMENT	SUGGESTED EVIDENCE
<b>Resources</b>		
3.1	Up-to-date OHS reference materials and resources, including relevant regulations, standards, and codes, are available to students through a physical or online library or resource network.	<ul style="list-style-type: none"> <li>• <i>List of library resources</i></li> <li>• <i>Link to online resource network</i></li> </ul>
<b>Facilities and Learning Resources: Physical infrastructure</b>		
<b>NOTE:</b> Requirements 3.2 to 3.6 apply to programs with physical infrastructure that offer in-person learning.		
3.2	Program spaces meet jurisdictional requirements, including building codes, fire codes, electrical codes, and physical accessibility requirements.	<ul style="list-style-type: none"> <li>• <i>Inspection reports (external and/or from facilities management team)</i></li> <li>• <i>Certificates and permits</i></li> <li>• <i>Reports from facilities management team</i></li> </ul>
3.3	Sufficient space for classes and labs; sufficient internet bandwidth; and sufficient equipment, supplies, and software are available to support programming.	<ul style="list-style-type: none"> <li>• <i>Blueprint or floor plan of facility, highlighting classroom and lab spaces</i></li> <li>• <i>Description of online learning resources</i></li> <li>• <i>List of program equipment, supplies, and software</i></li> <li>• <i>Student enrolment, and faculty and staff complement</i></li> </ul>
3.4	Sufficient work, study, and meeting space for faculty, staff, and students is available.	<ul style="list-style-type: none"> <li>• <i>Blueprint or floor plan of facility, highlighting work, study, and meeting spaces</i></li> <li>• <i>Student enrolment, and faculty and staff complement</i></li> </ul>
3.5	Program equipment is current, inspected, and maintained in accordance with relevant standards, codes, and/or manufacturer's guidelines.	<ul style="list-style-type: none"> <li>• <i>List of program equipment</i></li> <li>• <i>Replacement/lifecycle schedule for equipment</i></li> <li>• <i>Inspection reports (external and/or from facilities management team)</i></li> <li>• <i>Joint OHS reports</i></li> <li>• <i>Equipment inspection certificates</i></li> <li>• <i>Maintenance records</i></li> </ul>



	REQUIREMENT	SUGGESTED EVIDENCE
3.6	Students are trained to safely use or operate program equipment, including personal protective equipment.	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Teaching material used to train students on program equipment</i></li> <li>• <i>Student training records</i></li> <li>• <i>Lab manuals and/or operating procedures for labs</i></li> <li>• <i>Operating procedures for equipment</i></li> </ul>
<p><b>Facilities and Learning Resources: Online or hybrid learning</b></p> <p><b>NOTE:</b> Requirements 3.7 to 3.10 apply to fully online or hybrid (a mix of in-person and online) learning.</p>		
3.7	Sufficient secure infrastructure, including sufficient internet bandwidth, 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"> <li>• <i>Description of online learning system</i></li> </ul>
3.8	Orientation and training are available to faculty and students on how to use the online learning system.	<ul style="list-style-type: none"> <li>• <i>Orientation/training materials for online learning (instruction manuals, guides, FAQs)</i></li> </ul>
3.9	Timely technical support to resolve issues with the online learning system is available to faculty and students.	<ul style="list-style-type: none"> <li>• <i>Organizational chart or other similar document indicating responsibilities for technical support</i></li> <li>• <i>Job description(s) for position(s) providing technical support for online learning</i></li> <li>• <i>Log of responses to technical issues with online learning</i></li> </ul>
3.10	Online assessment of students is secure and maintains academic integrity.	<ul style="list-style-type: none"> <li>• <i>Description of process to assess students online, including security provisions</i></li> <li>• <i>Examples of online learning assessments</i></li> </ul>

#### 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
<b>Orientation</b>		
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"> <li>• <i>Student orientation package</i></li> <li>• <i>Student orientation schedule</i></li> <li>• <i>Date of last student orientation and number of participants</i></li> </ul>
<b>Code of conduct</b>		
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"> <li>• <i>Student code of conduct</i></li> <li>• <i>Description of how students are provided with and informed about the code of conduct</i></li> <li>• <i>Number of violations of the code of conduct in the past three years</i></li> <li>• <i>Description of how violations of the code of conduct were handled</i></li> </ul>
4.3	Students confirm they have received, read, and understood the student code of conduct.	<ul style="list-style-type: none"> <li>• <i>Document signed by students to acknowledge they have received, read, and understood the student code of conduct</i></li> <li>• <i>Examples of signed acknowledgement documents</i></li> </ul>
<b>Information and resources</b>		
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"> <li>• <i>List of communication mechanisms available to students</i></li> <li>• <i>Information provided to students about the communication mechanisms</i></li> </ul>
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"> <li>• <i>List of academic support services available to students</i></li> <li>• <i>Information provided to students about academic support services</i></li> </ul>
4.6	Accommodations are available for students with learning or other disabilities, and students are provided with information about how to access accommodation services.	<ul style="list-style-type: none"> <li>• <i>List of accommodations available to students</i></li> <li>• <i>Information provided to students about accommodations</i></li> <li>• <i>Examples of situations when accommodations were made</i></li> </ul>

	<b>REQUIREMENT</b>	<b>SUGGESTED EVIDENCE</b>
4.7	A policy on student appeals that includes a resolution process is in place and followed.	<ul style="list-style-type: none"> <li>• <i>Student appeals policy</i></li> <li>• <i>Records of student appeals policy infringements, if any, and the resolutions, in the previous three years</i></li> <li>• <i>Information provided to students about the student appeals policy</i></li> <li>• <i>Examples of situations when the student appeals policy was applied</i></li> </ul>

## 5.0 Human Resources

**INTENT:** To ensure the education program has a safe workplace for its faculty and staff, provides necessary support, and promotes their professional development.

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

	REQUIREMENT	SUGGESTED EVIDENCE
		<ul style="list-style-type: none"> <li>• <i>Description of how faculty and staff are provided with and informed about the code of conduct</i></li> <li>• <i>Number of violations of the code of conduct in the past three years</i></li> <li>• <i>Description of how violations of the code of conduct were handled</i></li> </ul>
5.7	Sufficient faculty and staff are available to support programming.	<ul style="list-style-type: none"> <li>• <i>List of faculty and staff, showing responsibilities for program support</i></li> <li>• <i>List of faculty assignments, showing assigned courses, duration of courses, and specified student contact hours</i></li> <li>• <i>Organizational chart or other similar document indicating responsibilities for providing program support</i></li> </ul>
<b>Faculty qualifications</b>		
5.8	Faculty are appropriately qualified for the subject matter they are teaching.	<ul style="list-style-type: none"> <li>• <i>Hiring policy</i></li> <li>• <i>Faculty job descriptions</i></li> <li>• <i>Faculty CVs</i></li> <li>• <i>Faculty designations and certifications, if not indicated in CVs</i></li> <li>• <i>Professional development and training records for faculty</i></li> </ul>
5.9	Faculty are familiar with the BCRSP designations, and examination blueprints and competencies.*	<ul style="list-style-type: none"> <li>• <i>Interview templates</i></li> <li>• <i>Interview notes showing discussions about BCRSP designations, and examination blueprints and competencies</i></li> <li>• <i>Records of information and training provided to faculty, possibly during orientation, on BCRSP designations, and examination blueprints and competencies</i></li> </ul>
5.10	Faculty are supported to pursue and maintain relevant designations and/or certifications.	<ul style="list-style-type: none"> <li>• <i>Description of support available to faculty with regard to designations and/or certifications</i></li> <li>• <i>Budget showing professional development funds</i></li> <li>• <i>Collective agreement provisions on professional development</i></li> <li>• <i>List of faculty designations and/or certifications</i></li> <li>• <i>List of faculty who have pursued or designations and/or certifications in the previous three years, and the results</i></li> </ul>

	<b>REQUIREMENT</b>	<b>SUGGESTED EVIDENCE</b>
5.11	Faculty qualifications include knowledge of adult education and teaching principles.	<ul style="list-style-type: none"> <li>• <i>Faculty job descriptions</i></li> <li>• <i>Faculty CVs</i></li> <li>• <i>Faculty bios and training records</i></li> <li>• <i>Faculty onboarding program</i></li> </ul>
<b><i>Faculty professional development</i></b>		
5.12	A policy on assessing faculty performance is in place and followed.	<ul style="list-style-type: none"> <li>• <i>Faculty performance assessment policy</i></li> <li>• <i>Collective agreement provisions on faculty performance assessment</i></li> <li>• <i>Records of faculty performance assessment policy infringements, if any, and the resolutions, in the previous three years</i></li> </ul>
5.13	Faculty performance assessments assess competency and consider student evaluations.	<ul style="list-style-type: none"> <li>• <i>List of competencies to be assessed, which could include technical industry knowledge, professional development, and adult learning and education skills</i></li> <li>• <i>Course evaluations</i></li> <li>• <i>Faculty performance assessments</i></li> </ul>
5.14	Faculty undertake continuous professional development to advance their academic knowledge.	<ul style="list-style-type: none"> <li>• <i>Faculty professional development and training records from the previous three years</i></li> <li>• <i>List of network and association memberships held by faculty</i></li> <li>• <i>List of designations and certifications held by faculty</i></li> </ul>
5.15	Professional development resources are available to faculty.	<ul style="list-style-type: none"> <li>• <i>Budget showing professional development funds</i></li> <li>• <i>Faculty professional development and training records from the previous three years</i></li> </ul>

## 6.0 Curriculum

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

**NOTE:** Requirements 6.1 to 6.6 apply to all programs. Requirements 6.7 to 6.10 apply to certificate programs. Requirements 6.11 to 6.14 apply to diploma/degree programs.

	REQUIREMENT	SUGGESTED EVIDENCE
6.1	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.  <b>NOTE: 6.1 is a mandatory requirement.</b>	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Attendance policy and description of attendance monitoring and tracking mechanisms</i></li> <li>• <i>Orientation checklist</i></li> <li>• <i>Information provided to students about the attendance and grading policies</i></li> </ul>
6.2	Student-to-instructor ratios, including for hands-on and experiential learning, are established by the program and are sufficient for the program content.	<ul style="list-style-type: none"> <li>• <i>Student enrolment</i></li> <li>• <i>Faculty size</i></li> <li>• <i>Class sizes</i></li> <li>• <i>List of student-to-instructor ratios for each course</i></li> <li>• <i>Faculty contact hours, as per collective agreements</i></li> </ul>
6.3	Course content is kept up to date, and updates reflect emerging trends in the field and take student feedback into account.	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Summary report on results of course evaluations and updates made in response to the evaluations, highlighting student feedback that has influenced course content updates</i></li> <li>• <i>List of emerging trends that have been added to course content</i></li> </ul>
6.4	Students have opportunities within the program to develop and demonstrate practical competencies.	<ul style="list-style-type: none"> <li>• <i>List of practical competency opportunities 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></li> </ul>
6.5	Students are provided with information about BCRSP designations, examination blueprints and competencies, and the application process.*	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Teaching material on BCRSP designations, examination blueprints and competencies, and the application process</i></li> </ul>

	REQUIREMENT	SUGGESTED EVIDENCE
6.6	The curriculum includes content on ethical practice that incorporates the <i>BCRSP Code of Ethics &amp; Professional Conduct</i> .*	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Teaching material on ethical practice</i></li> </ul>
<p><b>Curriculum: Certificate programs</b></p> <p><b>NOTE:</b> 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> .*	<ul style="list-style-type: none"> <li>• <i>Map of program curriculum to competencies, including a legend for the map</i></li> </ul>
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> .*	<ul style="list-style-type: none"> <li>• <i>Map of learning outcomes to competencies, including a legend for the map</i></li> <li>• <i>Examples of how delivery covers the blueprint competencies and evaluates students against them</i></li> <li>• <i>Course outlines and evaluation samples to show outcomes are met</i></li> <li>• <i>Course outcomes or design document that reference specific competencies</i></li> </ul>
6.9	The curriculum includes roles and responsibilities, code of ethics, and scope of practice for certified OHS technicians in the local jurisdiction.	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Teaching material on roles and responsibilities, code of ethics, and scope of practice for certified OHS technicians</i></li> </ul>
6.10	The curriculum includes OHS legislative requirements for entry-level safety technicians, including how to find, understand, and apply such requirements as appropriate.	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Teaching material on legislative requirements for entry-level safety technicians</i></li> </ul>
<p><b>Curriculum: Diploma and degree programs</b></p> <p><b>NOTE:</b> 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> .*	<ul style="list-style-type: none"> <li>• <i>Map of competencies to program curriculum, including a legend</i></li> </ul>
6.12	Course learning outcomes are based on the competencies in the most recent version of the <i>Blueprint for the Canadian Registered Safety Professional Examination</i> .*	<ul style="list-style-type: none"> <li>• <i>Examples of how delivery covers the blueprint competencies and evaluates students against them</i></li> <li>• <i>Course outlines and evaluation samples to show outcomes are met</i></li> </ul>
6.13	The curriculum includes subject-specific hands-on and experiential learning.	<ul style="list-style-type: none"> <li>• <i>List of subject-specific hands-on and experiential learning opportunities available through the program, such as</i></li> </ul>



	<b>REQUIREMENT</b>	<b>SUGGESTED EVIDENCE</b>
		<i>cooperative and field placements, industry audits, labs, or other similar activities</i>
6.14	The curriculum includes local, provincial, and federal OHS requirements and legal frameworks in various jurisdictions, as appropriate.	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Teaching material on legislative OHS requirements</i></li> </ul>
6.15	The curriculum includes related topics such as business communications, project management, change management, human resources, and technical writing.	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Teaching material on related topics such as business communications, project management, change management, human resources, and technical writing</i></li> </ul>

## 7.0 Student Assessment

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

	REQUIREMENT	SUGGESTED EVIDENCE
7.1	Policies on student assessment and grading are in place and followed.	<ul style="list-style-type: none"> <li>• <i>Assessment and grading policies</i></li> <li>• <i>Records of assessment and grading policy infringements, if any, and the resolutions, in the previous three years</i></li> <li>• <i>Information provided to students about the assessment and grading policies</i></li> </ul>
7.2	A pass grade for each course is established.	<ul style="list-style-type: none"> <li>• <i>List of pass grades for each course</i></li> </ul>
7.3	Student assessment is aligned with the appropriate examination blueprint.*	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Learning outcomes for each course</i></li> </ul>
7.4	Students are assessed against defined learning outcomes for each course.	<ul style="list-style-type: none"> <li>• <i>Syllabus or course outlines</i></li> <li>• <i>Learning outcomes for each course</i></li> </ul>
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"> <li>• <i>List of assessment vehicles for each course</i></li> </ul>
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"> <li>• <i>List of human skills assessed by the program, which could include technical and report writing, effective communication, dispute resolution, negotiation, and teamwork</i></li> </ul>
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"> <li>• <i>Description of mechanisms used to provide feedback to students</i></li> <li>• <i>Summary report of recent feedback, coaching, or mentoring discussions</i></li> </ul>

## 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 most recent version of the BCRSP examination blueprints and competencies, as well as changes in the profession.*	<ul style="list-style-type: none"> <li>• <i>Description of curriculum review process, including roles and responsibilities and scheduled dates for reviews</i></li> <li>• <i>Reports from the three most recent curriculum reviews, highlighting completion status of identified action items</i></li> <li>• <i>Meeting minutes or other records of discussions where the curriculum was reviewed, and list of any changes made</i></li> </ul>
8.2	Key performance indicators are identified and the data used to improve the program.	<ul style="list-style-type: none"> <li>• <i>Key performance indicators monitored by the program</i></li> <li>• <i>Meeting minutes or other records of discussions where key performance indicator data were reviewed, and list of any changes made</i></li> </ul>
8.3	A program quality review process and cycle are in place and followed.	<ul style="list-style-type: none"> <li>• <i>Description of program quality review process, including roles and responsibilities and scheduled dates</i></li> <li>• <i>Reports from the three most recent quality reviews, highlighting completion status of identified action items</i></li> <li>• <i>Meeting minutes or other records of discussions where quality review results were reviewed, and list of any changes made</i></li> </ul>
8.4	The program quality review includes an assessment of information and data from multiple sources.	<ul style="list-style-type: none"> <li>• <i>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)</i></li> </ul>
8.5	Students have regular opportunities to evaluate each course in which they are registered.	<ul style="list-style-type: none"> <li>• <i>Completed student course evaluations</i></li> </ul>

	<b>REQUIREMENT</b>	<b>SUGGESTED EVIDENCE</b>
8.6	BCRSP aggregate examination results for the program students, as provided by BCRSP, are evaluated to identify areas of strength and weakness, and issues are addressed in a timely manner.	<ul style="list-style-type: none"> <li>• <i>Meeting minutes or other records of discussions where BCRSP examination results for the program students were reviewed, and list of any changes made</i></li> </ul>
8.7	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.	<ul style="list-style-type: none"> <li>• <i>List of stakeholders identified by the program</i></li> <li>• <i>Description of how stakeholder feedback is solicited, and how often</i></li> <li>• <i>Examples of recent stakeholder feedback solicitations, and the results</i></li> <li>• <i>Meeting minutes or other records of discussions where stakeholder feedback was reviewed, and list of any changes made</i></li> </ul>
8.8	The results of the curriculum and quality reviews are available to stakeholders.	<ul style="list-style-type: none"> <li>• <i>Description of how review results are made available to stakeholders</i></li> </ul>

## **Glossary**

*Accreditation:* BCRSP accreditation is a time-limited recognition that an OHS education program or institution meets BCRSP's defined standard and offers services in accordance with that standard.

*[BCRSP Code of Ethics & Professional Conduct:](#)* A code that outlines the ethical principles and professional standards to which certified individuals must adhere in their practice.

*[Blueprint for the Canadian Registered Safety Professional Examination:](#)* The blueprint for the examination of applicants who wish to become registered safety professionals. It outlines the content domains and competencies expected of registered safety professionals, and provides guidelines on how the content is to be measured.

*[Blueprint for the Canadian Registered Safety Technician Examination:](#)* The blueprint for the examination of applicants who wish to become registered safety technicians. It outlines the content domains and competencies expected of registered safety technicians, and provides guidelines on how the content is to be measured.

*Evidence:* Documents, plans, materials, reports, or other information provided by the education program to demonstrate compliance with the requirements of the standard.

*Jurisdiction:* Legal authority or power to interpret and apply laws within a specific geographical area or over a particular subject matter. Examples of jurisdictions include provincial, federal, environmental, international, and others.

*Legal frameworks:* A system of laws, regulations, and rules that provides the foundation for governance and establishes rights, duties, and relationships in a society or an organization. Examples of legal frameworks include common law, contract law, statutory law, torts, guidelines, codes of practice, best practices, and others.

*Quality improvement:* A systematic and ongoing process to assess and improve the efficiency, effectiveness, and performance of a program or service. The quality review cycle involves identifying areas that need to be improved, implementing changes, monitoring the outcomes, and making additional changes based on the results.

*Regular:* For the purpose of the accreditation process, the program is expected to define, in writing, what "regular" means within the program context and adhere to that schedule.

*Strategic plan:* A program "roadmap" that outlines goals, actions, and resource allocations over a specific period of time. The plan is used to guide decision-making to align the program with its mission and vision and ensure effective long-term program management.

*Sufficient:* For the purpose of the accreditation process, the program is expected to define, in writing, what "sufficient" means within the program context and adhere to that definition. For instance, sufficient may be defined in terms of an enrolment to resources ratio, or funding availability.

*Program sustainability:* The ability to maintain the program from an economic, social, and environmental perspective.

*Technology for online learning:* Typically includes an orientation platform, a work group platform, and engagement platforms for faculty and students.

### ***Abbreviations***

*BCRSP:* Board of Canadian Registered Safety Professionals

*OHS:* Occupational health and safety

\*: Requirements marked with an asterisk are subject to change as other organizations join the BCRSP Accreditation Council. See note in the introduction.