

QUALITY ASSURANCE POLICY POST-SECONDARY PROGRAMS

Policy Category	Academic
Policy Search Name	AC – Quality Assurance Policy – Post-secondary Programs (2020)
*Anishinabek Standard	
<i>Place of Learning</i>	<i>E. Facilities that are compatible with the Anishinabek environment in which they are situated.</i>
<i>Educators</i>	N/A
<i>Students</i>	N/A
<i>Curriculum</i>	<i>B. Curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and the future.</i>
Approval Date & Board Motion Number	7/22/2020 Motion #042-2020
Effective Date	7/22/2020
Previous Versions	Date initially approved: 7/22/2020 Date of last revision: N/A

*These are organizationally adapted standards from the World Indigenous Nations Higher Education Consortium (WINHEC) and the Alaska Comprehensive Centre/Alaska Native Education approved by the Kenjgewin Teg Board of Directors, 2015.

1.0 Purpose and Background

1.1 Kenjgewin Teg is committed to ensuring that all academic, pathways programs (which includes skills programs) and other credentialled or non-credentialled programs for students attending Kenjgewin Teg meet or exceed IAESC standards and expectations, and/or quality assurance expectations of a post-secondary partner meeting the Ministry of College and University requirements.

2.0 Definitions

“Indigenous Advanced Education and Skills Council (IAESC)”

an Indigenous-controlled and governed Council recognized under the Indigenous Institutes Act, 2017; this Council is tasked with establishing quality assurance standards and benchmarks for organizations and programs delivered by the Indigenous Institutes pillar in Ontario; the Council uses a quality assurance process steered by its Indigenous Institutes Quality Assessment Board (IIQAB); the Council, among other functions, ensures postsecondary diplomas, certificates and degree programs offered by Indigenous Institutes meet the same high standards as those granted by Ontario’s publicly assisted colleges and universities

“Indigenous Institutes Act, 2017”	recognizes Indigenous Institutes as a unique and complementary pillar of Ontario’s postsecondary education system; this Act creates a framework for ongoing collaboration between Ontario and Indigenous Institutes and supports an independent Indigenous Institutes sector
“Indigenous Institute Organization Review Committee (IIORC)”	is a standing committee established by the IIQAB in conjunction with the applicant Indigenous Institute; the IIORC will review the organizational soundness and capacity of applicants; members of this committee will serve to review Indigenous Institutes as organizations using the standards and benchmarks adopted by the Council (IAESC)
“Indigenous Institutes Quality Assessment Board (IIQAB)”	a body that is tasked with steering the quality assurance process required by IAESC for Indigenous Institutes and their programs in Ontario; IIQAB is responsible to review applications for organization reviews and to provide recommendations to the Council (IAESC)
“micro credential”	a certification indicating demonstrated competency in a specific skill which can be on-demand, shareable, and personalized to suit an individual learner’s needs and preferences; the emerging use of micro-credentials is increasingly used as a means of certifying attainment of smaller and more specific elements of learning and is forcing higher education institutions to think carefully about the value of traditional assessment and credentialing practices; micro-credentials offer students and working professionals a way to build up their resumes with field-specific skills and may be shorter than other credential described in the Ontario Qualifications Framework
“Ontario qualifications framework”	this framework includes all non-religious postsecondary certificate, diploma and degree programs offered under the Province of Ontario and includes the following 13 credentials: Certificate I, Certificate II, Certificate of Apprenticeship, Certificate of Qualification, Certificate III, Diploma I, Diploma II, Advanced Diploma, Post-Diploma Certificate, Baccalaureate/Bachelor’s Degree, Baccalaureate/Bachelor’s Degree: Honours, Master’s Degree and Doctoral Degree
“pathways programs”	refers to various programs of Kenjgewin Teg supporting access to post-secondary programs; examples include dual credit OSSD accumulation, co-operative education, Ontario Youth Apprenticeship Program, OSSD courses, academic and career entrance (ACE) program, and other programs that support access to post-secondary learning
“skills-based programs”	refers to a program which can be both a post-secondary and/or a non-postsecondary program of Kenjgewin Teg supporting education re-engagement and can also be a pathways program; examples include life skills, character development, literacy and basic skills, and a focus on wholistic Indigenous education development; (apprenticeship training and skills programs are included in the Ontario Qualifications Framework, and are excluded from this definition)

3.0 Application

3.1 This policy applies to all Kenjgewin Teg’s own credentialled as well as partners based community-delivered programs as negotiated; programs include credentialled and non-credentialled pathways and skills-based programs, and postsecondary programs leading to a credential described in Ontario Qualifications Framework, regardless of the location of delivery, mode of delivery, or source of funding.

4.0 Policy

Policy Objective

4.1 The objective of this policy is to describe two separate and distinct quality assurance processes that will occur within Kenjgewin Teg’s place of learning as a result of its various programs and services to students: 1) quality assurance processes and adherence as prescribed by partner college and university policies; and 2) quality assurance processes and adherence as prescribed for Indigenous Institutes in Ontario

Delivery of Programs with College and University Partners

4.2 Kenjgewin Teg’s negotiated partner agreements refer to quality assurance processes to ensure that academic program review, and on-going program quality in community-based delivery occurs for each partner program delivered in partnership with Kenjgewin Teg.

4.3 Kenjgewin Teg’s partner colleges and universities will individually and uniquely have their own program quality assurance policy, processes and requirements as required by the Ontario’s Program Quality Assurance Process Accreditation Standards (Ontario Colleges Quality Assurance Service), the Postsecondary Education Quality Assessment Board (PEQAB), Minister’s Binding Policy and Directives, and Ministry of Colleges and Universities program standards.

4.4 In meeting partner quality assurance requirements as part of community-based program delivery, Kenjgewin Teg will participate in partner program reviews which will include designated college/university partner representatives, and designated senior leader and program management/coordinator positions within Kenjgewin Teg’s Lifelong Learning team.

4.5 The following elements are examples of partner program quality assurance processes:

- a) Documentation of curriculum delivery including partner course outlines, assessment, and teaching and learning plans of faculty
- b) Student feedback mechanisms which includes anonymous opportunity to comment on program structure, relevance, and teaching effectiveness.
- c) Program reviews which include voluntary faculty, students, Traditional Knowledge Holders, industry representatives, and others as appropriate for the purpose of continuous improvement.

Kenjgewin Teg Organizational Review by the Indigenous Advanced Education Skills Council (IAESC)

4.6 Kenjgewin Teg will internally review and ensure processes required by the Indigenous Institutes Quality Assessment Board of IAESC are met as ongoing requirements for organizational reviews to the Council.

4.7 Ontario Regulation 239/18 recognizes IAESC as a Council that may:

- a) approve Indigenous Institutes to grant diplomas, certificates and degrees
- b) establish a quality assessment board and quality assurance standards
- c) make recommendations to the Ontario government regarding which Indigenous Institutes should be included to receive operating funding; and,
- d) approve Indigenous Institutes to use the term “university”

Kenjgewin Teg New Program Development and Accreditation by the Indigenous Advanced Education Skills Council (IAESC)

4.8 Kenjgewin Teg will ensure internal processes are undertaken and met to ensure new program development and requirements of the Indigenous Institutes Quality Assessment Board of IAESC meet requirements and recommendations.

4.9 Once successful program credentialling from IAESC is achieved, Kenjgewin Teg will ensure internal processes and program audits are undertaken to ensure individual credentialled programs meet ongoing prescribed requirements of the Indigenous Institutes Quality Assessment Board of IAESC.

Institutional Policies: Review and Update

4.10 Kenjgewin Teg will develop a process for systematic review of Anishinaabe Aadziwin, learner, academic, and research and institutional development policies. Similarly, a process will be developed for systematic review of corporate governance policies for institutional excellence.

5.0 Roles and Responsibilities

5.1 The President is responsible for the overall management and operation of Kenjgewin Teg. The Vice President of Institutional Planning and Development will be responsible for implementation of this policy.

5.2 If a position referred to in this policy is vacant, the policy will not be invalidated. Instead, the President shall designate the roles and responsibilities of that role to another team member(s) and will ensure that the Kenjgewin Teg staff and community is informed of the designation(s) as appropriate.

6.0 Evaluation Date - 10/31/2022

This policy will be reviewed every two year as part of the Board of Director’s regular policy review cycle and schedule. The evaluation date above represents the first date upon which this policy becomes eligible for review.

Related Legislation, Policies, Procedures, Guidelines and Documents	<ul style="list-style-type: none"> • Indigenous Institutes Act, 2017 • Ontario Regulation 239/18
Policies Superseded by this Policy	None
<p><i>The official version of this policy is housed in the Office of the President. In case of discrepancy between an online version and the official version held, the official version shall prevail.</i></p>	