



Technology  
Accreditation  
Canada

Agrément en  
Technologie du  
Canada

1.0 Introduction to Auditing

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# 1.0 Introduction to Auditing



# Objectives

1. What are Standards, Criteria and Components?
2. What is an Audit?
3. What is Quality?
4. What is Quality Management?
5. What are Standards Organizations?
6. What are Principles of Quality Management?
7. What is Accreditation?



# What are Standards, Criteria and Components?

- Standards are an agreed upon way that something should be (a product) or an agreed upon way that something should be done (a service or a product).



# What are Standards, Criteria and Components?

- Criteria are measures of judgment or criticism for the purposes of evaluating something.



# What are Standards, Criteria and Components?

- Components are parts, elements or ingredients of a larger whole.



# What are Standards, Criteria and Components?

- Standards, criteria and components are created based upon input from all stakeholders in the product or service.
- They are created using expert knowledge, experience and best practices.



# Why are Standards Important?

- Standards offer guidance and a base for comparison to everyone who is involved in using that type of product or service.



# Why are Standards Important?

- Standards provide a consistent way of doing things that allows products and services from different companies to be connected.
- Standards give the end user confidence in the quality of the product or service.





# Why are Standards Important?

- Standards decrease risk when a product or service is used by an end user.
- They help reduce uncertainty when someone buys a product or uses a service.



# Why are Standards Important?

- Standards help to spread good practice and innovation.
- Standards can help make a product or a service more efficient.



# Why are Standards Important in Education?

- Standards allow students and parents to be confident in the quality of the programs they select.
- Standards allow students and parents to be confident the programs they select are relevant to the industry, employers and professional recognition.



# Why are Standards Important in Education?

- Standards allow employers to be confident in the knowledge, skills and experience of program graduates.
- Standards allow employers to provide input into the education and training of students who are future employees.

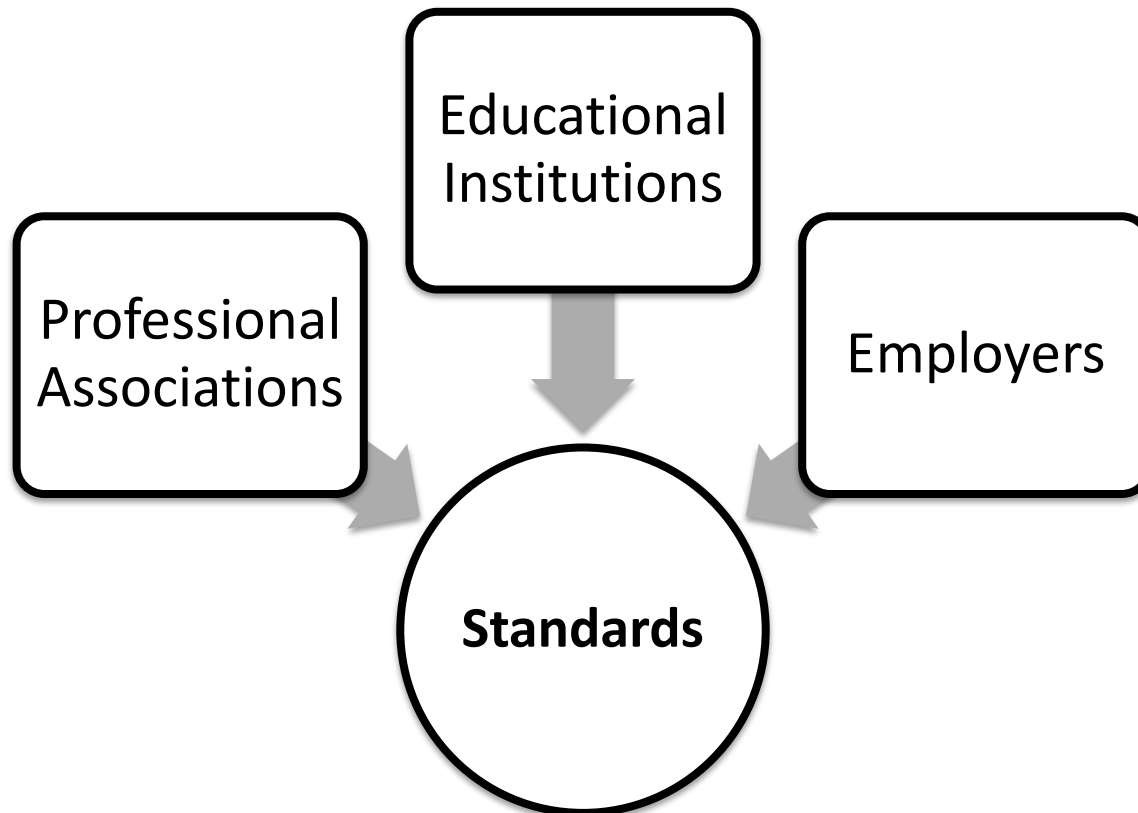


# Why are Standards Important in Education?

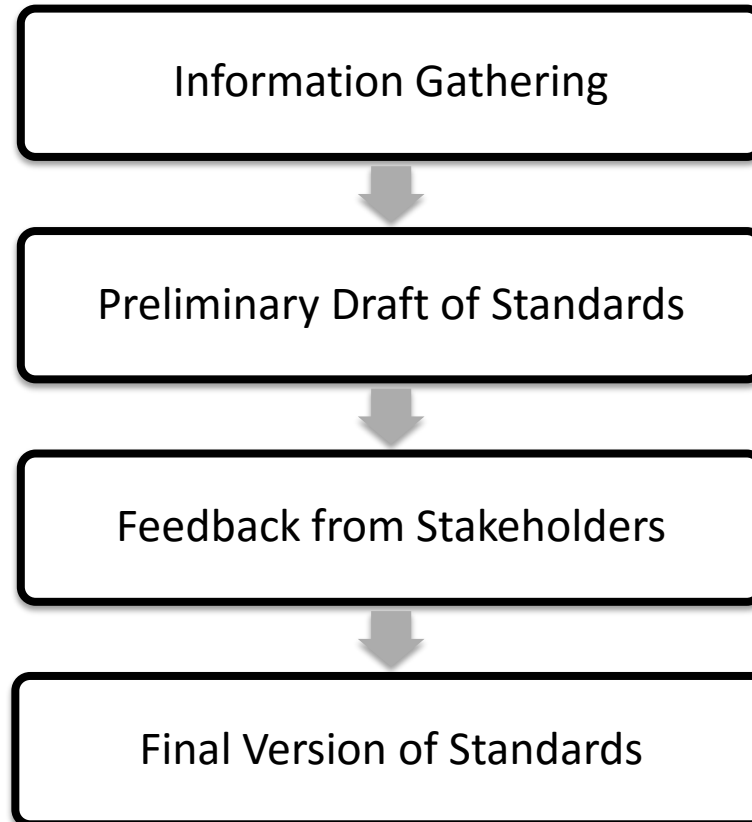
- Standards allow education providers a point of comparison as they build and revise their programs and courses.
- Standards promote the graduate's professional certification and licensing process.



# How are Standards Developed?



# How are Standards Developed?



# What is an Audit?

- An audit is the inspection or examination of a product, process or service to evaluate it according to a predetermined set of standards.
- Standards are verified through an audit.
- Audits can be internal or external.





# What is Quality?

Quality means:

- Excellence
- Better than average
- Superiority



# How is Quality Related to Standards?

- Standards are one set of tools that enable organizations to achieve and maintain quality.
- Quality is one of the end goals of standards.

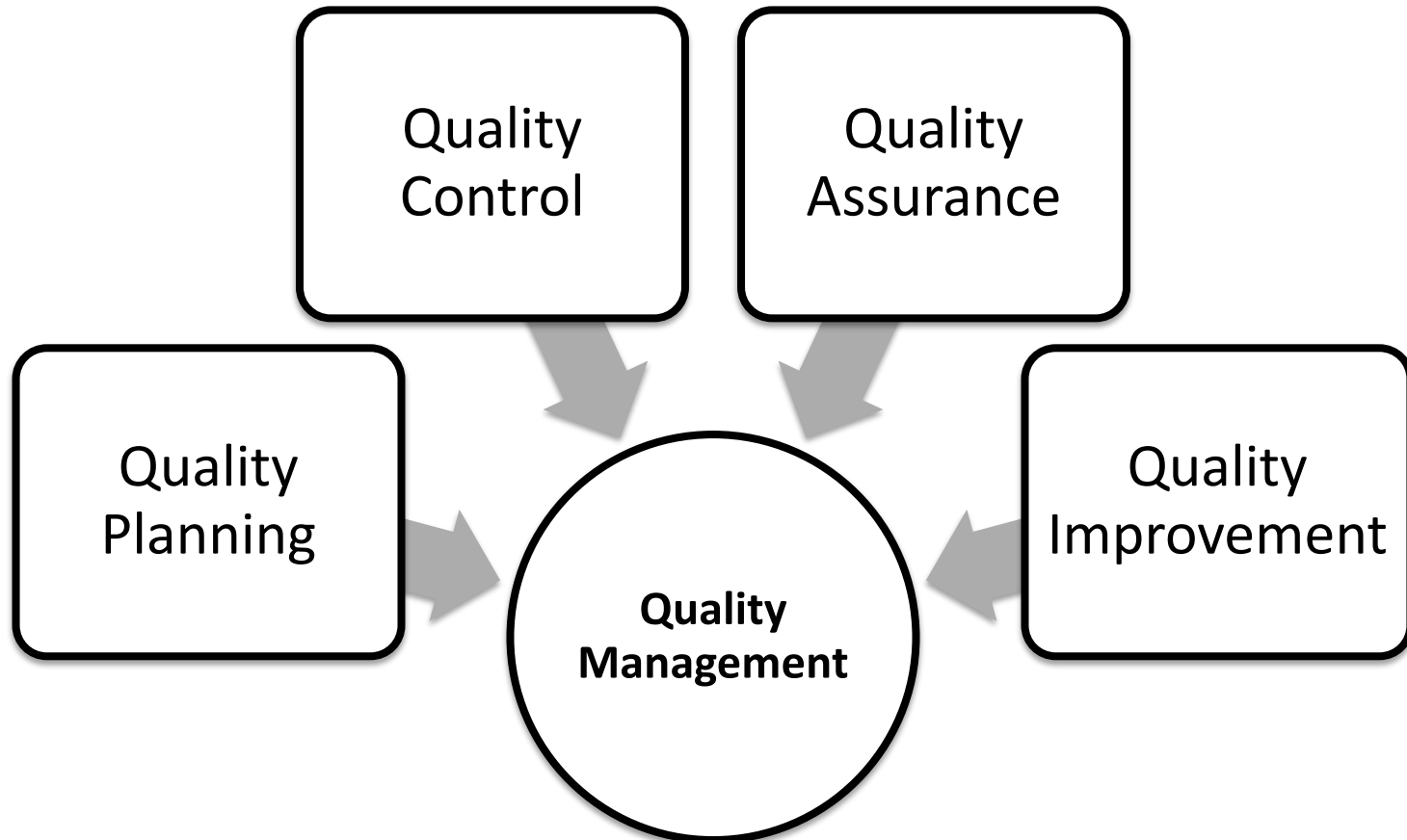


# What is Quality Management?

- An approach to management that ensures that a product, process or service is consistently of the highest possible quality.



# What is Quality Management?



# What is Quality Management?

## Quality Planning:

- Being proactive about quality.
- Putting systems into place **BEFORE** a process starts in order to ensure quality.



# What is Quality Management?

## Quality Control:

- Being proactive about quality.
- Putting systems into place during a process to monitor for quality.



# What is Quality Management?

## Quality Assurance:

- Putting systems into place to evaluate the quality of the final product or service outcome.



# What is Quality Management?

Quality Improvement:

- Putting systems into place to make changes on an ongoing basis to improve quality.





# What is a Quality Management System?

A quality management system:

- The set of procedures and processes that an organization uses at all stages of quality management.



# What are Standards Organizations?

- Standards organizations work with other organizations and industries to help them establish standards for products and services.



# What are Standards Organizations?

- **International Organization for Standardization (ISO)** develops international standards and provides organizations with guidelines for developing internal processes and procedures. ([www.iso.org](http://www.iso.org))



# What are Standards Organizations?

- **The Standards Council of Canada** leads the standardization activities in Canada and Canada's position internationally.

([www.scc.ca](http://www.scc.ca))



# What are Standards Organizations?

- **The Canadian Standards Association Group (CSA Group)** helps organizations and industries in Canada and internationally develop standards and provides conformity assessment services to those standards.  
([www.csagroup.org](http://www.csagroup.org))



# What are Standards Organizations?

- **American National Standards Institute (ANSI)** oversees the development of voluntary consensus standards for products, services, processes, systems, and personnel in the United States. ([www.ansi.org](http://www.ansi.org))



# What are Standards Organizations?

- **British Standards Institution (BSI Group)** produces standards and provides standards related services. ([www.bsigroup.com](http://www.bsigroup.com))



# What are the ISO Principles of Quality Management?

## Principle 1: Customer Focus

- Organizations depend on their customers and therefore should understand current and future customer needs, should meet customer requirements and strive to exceed customer expectations.





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# What are the ISO Principles of Quality Management?

## Principle 2: Leadership

- Leaders establish unity of purpose and direction of the organization. They should create and maintain the internal environment in which people can become fully involved in achieving the organization's objectives.



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# What are the ISO Principles of Quality Management?

## Principle 3: Involvement of People

- People at all levels are the essence of an organization and their full involvement enables their abilities to be used for the organization's benefit.



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# What are the ISO Principles of Quality Management?

## Principle 4: Process Approach

- A desired result is achieved more efficiently when activities and related resources are managed as a process.



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# What are the ISO Principles of Quality Management?

## Principle 5: System Approach to Management

- Identifying, understanding and managing interrelated processes as a system contributes to the organization's effectiveness and efficiency in achieving its objectives.



# What are the ISO Principles of Quality Management?

## Principle 6: Continual Improvement

- Continual improvement of the organization's overall performance should be a permanent objective of the organization.



# What are the ISO Principles of Quality Management?

## Principle 7: Factual Approach to Decision-making

- Effective decisions are based on the analysis of data and information.



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# What are the ISO Principles of Quality Management?

## Principle 8: Mutually Beneficial Supplier Relationships

- An organization and its suppliers are interdependent and a mutually beneficial relationship enhances the ability of both to create value.



# What is Accreditation?

- Accreditation is a process in which a third party verifies if an organization's products or services are of a high quality and meet standards.
- An audit is one step of the accreditation process.





# What is Accreditation?

- At the end of the accreditation process the organization is issued certification indicating that standards have been met.



# Why is Accreditation Important?

Accreditation ensures that:

- Standards are met.
- Quality is high.
- A quality management system is in place.
- Principles of quality management are being followed.



# Standards, Criteria and Components Revisited

- For the TAC National Program Accreditation System, the term 'component' is used.



# Review

Take a few minutes to review the information presented in this module and then complete the quiz.

1. What are Standards, Criteria and Components?
2. What is an Audit?
3. What is Quality?
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5. What are Standards Organizations?
6. What are Principles of Quality Management?
7. What is Accreditation?





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2.0 Introduction to TAC National Program Accreditation

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# 2.0 Introduction to TAC National Program Accreditation



# Objectives

1. Technology Professionals Canada
2. Technology Accreditation Canada
3. TAC National Accreditation System
4. TAC National Accreditation Components
5. TAC National Accreditation Process
6. Glossary of Terms



# Technology Professionals Canada

- Established in 2010, Technology Professionals Canada (TPC) is an alliance of technology professional associations from four provinces which together represent approximately 85 per cent of the profession in Canada: Alberta; British Columbia; Ontario; and Saskatchewan.



# Technology Professionals Canada

- TPC's mission is to foster and maintain the highest level of national standards, accreditation processes, and involvement in public policy matters on behalf of the engineering technology and applied science profession.





# Technology Professionals Canada

- The purpose of TPC is to:
  - Advocate for the common interests of the profession at the national level as appropriate, including advocating for a uniform and independent scope of practice for certified technicians and technologists and applied science technologists and supporting independent practice;



# Technology Professionals Canada

- Work to harmonize professional regulatory structures across Canada in the interest of mobility and in accordance with the Agreement on Internal Trade and the New West Partnership;
- Support the development of a new national accreditation model for technology programs based on best practices;



# Technology Professionals Canada

- Support outcome-based certification and accreditation;
- Raise the profile of the profession with industry, employers and governments, and support one another in this regard.



# Technology Accreditation Canada

- Technology Accreditation Canada (TAC) was established by TPC to revitalize national accreditation processes for technician, technologist and applied science programs in Canada.



# Technology Accreditation Canada

- TPC commissioned Canadian Standards Association (CSA) to write a report based on a comprehensive, independent study of current technology accreditation practices measured against best practices from other jurisdictions and sectors.



# Technology Accreditation Canada

- The study included extensive consultations across Canada, with input from Deans, the Canadian Technology Accreditation Board (CTAB), industry experts and other stakeholders.



# Technology Accreditation Canada

- The CSA report identified opportunities for enhancement in the accreditation system, including the need for clear, auditable processes and documentation, standards development, and training of auditors.



# Technology Accreditation Canada

- Based on the recommendations of the CSA report, TPC established a Provisional Committee with a mandate and budget to create a new organization called TAC.





# Technology Accreditation Canada

- Representatives from the TPC provincial associations, CTAB, industry, the National Council of Deans of Technology (NCDOT) and a TPC Registrar were invited to participate in the TAC development process.



# Technology Accreditation Canada

- TAC was incorporated on December 30, 2013.
- The TAC National Program Accreditation system was developed throughout 2013 and 2014.
- The TAC website was launched in May 2014.



# Technology Accreditation Canada

- TAC's vision is:
  - Trusted excellence in engineering technology and applied science accreditation.



# Technology Accreditation Canada

- TAC's mission is:
  - To deliver world class accreditation for the technology profession in Canada, based on best practices and promoting the highest quality of education in engineering technology and applied science.



# Technology Accreditation Canada

## TAC Board of Directors

- The TAC Board of Directors is responsible for oversight of the accreditation of engineering technician, technologist and applied science programs.
- It consists of representation from Provincial Professional Associations, industry and academia.



# Technology Accreditation Canada

- The TAC Board of Directors approves the processes by which the accreditation is granted, including the establishment of the standards, the determination of auditor competency, the appropriate composition of the audit team and the documentation supporting the audit process.



# Technology Accreditation Canada

## Governance and Audit Council (GAC)

- The GAC is responsible for the evaluation and monitoring of governance structures and processes, including policy development and processes for Board monitoring/oversight of operations.



# Technology Accreditation Canada

- The GAC validates that the accreditation and audit processes are followed through a second level review and an annual review.
- The GAC also has oversight of the appeals process.





# Technology Accreditation Canada

## TAC Executive Director

- The TAC Executive Director reports to the TAC Board of Directors.
- The TAC Executive Director is responsible for:
  - Approving Accreditation Application Forms.
  - Appointing the Lead Auditor for each program accreditation.



# Technology Accreditation Canada

- Appointing the Auditors for each program accreditation in discussion with the appropriate PPA.
- Ensuring there is no conflict of interest for either the Lead Auditor or the Auditors.



# Technology Accreditation Canada

- Ensuring the Educational Institution has not identified a conflict of interest for either the Lead Auditor or Auditors and resolving any conflict of interest situation identified.
- Monitoring communication between the Lead Auditor and the Educational Institution as the Site Visit is set up and implemented.



# Technology Accreditation Canada

- Reviewing the Final Audit Report for clarity and accuracy and liaising with the Lead Auditor in the event any changes are required.
- Approving the Final Audit Report.
- Forwarding the Final Audit Report to the GAC for second level review.
- Forwarding the Final Audit Report to the Board of Directors for notification.



# Technology Accreditation Canada

- Forwarding the Final Audit Report to the appropriate PPA for notification.
- Forwarding the Final Audit Report to the Educational Institution.



# Technology Accreditation Canada

## TAC Accreditation Coordinator

- The TAC Accreditation Coordinator reports to the TAC Executive Director.
- The TAC Accreditation Coordinator is responsible for:
  - Accepting and forwarding Accreditation Application Forms to the TAC Executive Director when deemed complete.



# Technology Accreditation Canada

- Generating all correspondence for Educational Institutions with regards to accreditation applications.
- Maintaining all accreditation files.
- Monitoring the communication between Educational Institutions and Lead Auditors as Site Visits are scheduled and implemented.



# Technology Accreditation Canada

- Preparing and forwarding the Site Visit correspondence to the Educational Institution.
- Preparing and forwarding the results of the accreditation process to the Educational Institution.





# Technology Accreditation Canada

## Provincial Professional Association (PPA)

- The PPAs are key stakeholders in the TAC accreditation process.
- A representative of the appropriate PPA participates as an observer in Site Visits for programs in that province.



# Technology Accreditation Canada

- The PPAs nominate candidates to be TAC Auditors-in-Training and participate in discussions to assign Auditors to Audit Teams.
- The PPAs also receive a copy of the Final Audit Report for programs in that province.



# TAC National Program Accreditation System

- The purpose of the TAC National Program Accreditation System is to provide a transparent, relevant, current and fair system with which to ensure that technician, technology and applied science programs in Canada meet the needs of students, employers and professional associations.



# TAC National Program Accreditation System

- The TAC National Accreditation System consists of:
  - The TAC National Accreditation Components.
  - The TAC National Accreditation Process.



# TAC National Accreditation Components

- There are seven parts or categories to the TAC National Accreditation Components.
- Within each part there are specific components.
- Components are the features of a program that are evaluated in order to determine the quality of the program and whether the program meets the required standards for accreditation.



# TAC National Accreditation Components

## Part A: Program Background Information

This part of the accreditation process is for informational purposes only. It does not factor into the final accreditation decision.



# TAC National Accreditation Components

**A.1 Program History:** The program has a documented history of educational delivery in the designated technician, technologist and applied science fields.

**A.2 Program Option Names and Descriptions:** The program has clear names and descriptions for all program options.



# TAC National Accreditation Components

## A.3 Program and Option Instructional Delivery

**Modes:** The program has described all program and option instructional delivery modes.





# TAC National Accreditation Components

**A.4 Program Organizational Structure:** The program has a clear, logical and documented program administrative structure as demonstrated in an organizational chart and descriptions of roles and responsibilities. The relationship between the program administration and the larger educational institution is documented and described.



# TAC National Accreditation Components

**A.5 Program Enrolment Numbers:** Enrollment numbers are documented and available. New student enrolment numbers and overall enrolment numbers appear to be steady or increasing over the past three (3) academic years.



# TAC National Accreditation Components

**A.6 Program Graduate Numbers:** Program graduate numbers are documented and available. The number of graduates appears to be steady or increasing over the past two (2) academic years.



# TAC National Accreditation Components

## A.7 Program Graduate Employment and Further

**Education Numbers:** Program graduate employment and further education numbers are documented and available. The number of employed graduates and the number of graduates continuing on to further education appear to be steady or increasing over the past two (2) academic years.



# TAC National Accreditation Components

## Part B. Student Policies

**B.1 Program Admission Policies:** Policies related to program admission requirements based on secondary school courses and grades are documented and available to all applicants. Policies for other admission paths (for mature students for example) are documented and available to all applicants.



# TAC National Accreditation Components

**B.2 Policies for Monitoring Student Progress:** Policies used to monitor student progress each semester to ensure that pre-requisite course credits have been obtained, are documented and are available to all students.



# TAC National Accreditation Components

**B.3 Academic Policies and Procedures:** Institutional and/or departmental policies on plagiarism, cheating, grade appeals, etc. are documented and available to all students.



# TAC National Accreditation Components

**B.4 Student Transfer Policies:** Articulation and transfer agreements for the program and options are documented and available to all applicants and students.





# TAC National Accreditation Components

**B.5 Co-op and/or Internship Policies:** If the program or options include co-op or internship placements, clear processes and procedures are documented and available to students. The processes and procedures include how to: obtain a placement, get credit for the placement, ensure that the placement is relevant to the area of study, have the placement assessed, and find other options available if a placement opportunity is not possible.



# TAC National Accreditation Components

**B.6 Graduation Requirements:** Graduation policies related to passing grades for courses, overall program average grade, number of credits, etc. exist and are documented and available to all students.



# TAC National Accreditation Components

## Part C. Program Policies

### C.1 Program Development Policies and Procedures:

Timelines, institutional processes, and governance for program and course development are documented and available. Program and course changes are documented and understood by all faculty members and program administration.



# TAC National Accreditation Components

## **C.2 Program Continuous Improvement Policies:**

Policies for program continuous improvement are documented and available. Periodic program self-assessments producing recommendations that are used for changes that lead to improvements in the curriculum and/or student success are documented and available.



# TAC National Accreditation Components

**C.3 External Program Input:** A Program Advisory Committee exists. Names and contact information for the current Program Advisory Committee members are documented and available. Minutes from Program Advisory Committee meetings over the past three years are documented and available. Reports are provided from any other external bodies that reviewed the program over the past three (3) years.



# TAC National Accreditation Components

## Part D. Program and Course Information

**D.1 Program Description Documents:** Sufficient printed and/or online calendar information, brochures, program handbooks, and web-based information about the program are available to anyone interested in learning about the program. The URL is provided for the program and program options.



# TAC National Accreditation Components

**D.2 Program Objectives:** Program educational objectives are a good fit for the mission statement of the Educational Institution.



# TAC National Accreditation Components

**D.3 Course Outlines:** Course outlines are available for all courses in the program and program options. All course outlines include: the course ID, course title, date of last revision, prerequisite(s), corequisites, course description, textbook(s) or other support materials, methods of assessment (assignments, tests, projects) and course outcomes.





# TAC National Accreditation Components

**D.4 Transcript and Diploma:** An accurate and complete transcript and diploma are provided for the program and all program options.



# TAC National Accreditation Components

**D.5 Scholarship and Bursary Information:** A list is available in print and/or online of all available scholarships and bursaries, and their amounts, for new applicants to the program and current students. Application forms are also available with the list.



# TAC National Accreditation Components

## Part E. Program Outcomes

**E.1 Program Discipline Learning Outcomes:** The program courses enable students to achieve appropriate Discipline Learning Outcomes. TAC accreditation requires that your program have five (5) main Program Discipline Learning Outcomes.



# TAC National Accreditation Components

## E.2 Program General Competency Learning

**Outcomes:** The program achieves all of the eight General Learning Outcomes specific to the technician or technologist level.



# TAC National Accreditation Components

**E.3 Student Work:** Student work, including tests, exams, assignments and technology reports (if applicable) contribute to the Discipline Learning Outcomes. Student work and marking schemes clearly match the Demonstrable Learning Outcomes listed in the course outlines.



# TAC National Accreditation Components

**E.4 Technology Reports (for Technologist Programs only):** A Technology Report is a required component of the program and is evaluated by the Educational Institution. If the Technology Report is completed by multiple project team members, there are documented processes in place to ensure an equal contribution by all team members. There is also evidence that this process for ensuring an equal contribution by all team members is followed.



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# TAC National Accreditation Components

## Part F. Faculty

**F.1 Faculty Qualifications (Program Discipline Learning Outcomes):** The program has documented policies and procedures for hiring qualified faculty for courses in the Program Discipline Learning Outcomes. There is documented evidence that the program follows these policies and procedures, including evidence of appropriate and relevant academic qualifications, teaching experience, work experience, professional certifications and professional development.



# TAC National Accreditation Components

**F.2 Faculty Qualifications (Other Faculty):** The program has documented policies and procedures for hiring qualified faculty for other courses. There is documented evidence that the program follows these policies and procedures, including evidence of appropriate and relevant academic qualifications, teaching experience, work experience, professional certifications and professional development.





# TAC National Accreditation Components

**F.3 Faculty Workload (Program Discipline Learning Outcomes):** The program has documented policies and procedures about faculty teaching workload, preparation and assessment marking working, class sizes and lab sizes. There is documented evidence that the program follows these policies and procedures.



# TAC National Accreditation Components

## Part G. Facilities, Resources and Other Student Support

**G.1 Offices, Classrooms and Labs:** The office space, classroom space, lab facilities, meeting rooms for faculty and students, office support and lab support staff are sufficient to meet the needs of the students and faculty.



# TAC National Accreditation Components

## **G.2 Maintenance and Upgrade of Facilities:**

Procedures and processes are in place to maintain and upgrade the tools, equipment, computing resources and laboratories used by students and faculty members in the program. These processes and procedures are documented.



# TAC National Accreditation Components

**G.3 Health and Safety Procedures:** Health and safety procedures for all facilities are documented and available. Processes for training students and staff in the health and safety procedures are documented and available. There is documented evidence that these student and staff training procedures have been followed. Health and safety warnings are clearly displayed in facilities as appropriate.



# TAC National Accreditation Components

**G.4 Student Research and Library Resources:** The library and online resources are sufficient for students to do the research required for their course assignments, their capstone or final year projects (if required) and Technology Reports (if required).

**G.5 Student Academic Resources and Support:** Course-related resources and faculty support are available to students in the program for coursework, homework, research and lab projects.



# TAC National Accreditation Components

## **G.6 Student Career Resources and Support:**

Resources, advisors and other institutional support are available for student career counselling and guidance.



# TAC National Accreditation Process

- The Educational Institution completes and submits an **Accreditation Application Form** for the technician, technologist or applied science program.
- The program's Accreditation Application Form is reviewed by Technology Accreditation Canada. The program is approved to proceed with the national accreditation process.



# TAC National Accreditation Process

- The **Accreditation Self-Assessment Package** is completed by the Educational Institution and submitted to Technology Accreditation Canada.
- **An Audit Team** is selected.
- **A Preliminary Audit** is conducted by the Audit Team using the Accreditation Self-Assessment Package.





# TAC National Accreditation Process

- **A Site Visit** is completed by the Audit Team.
- The Audit Team completes the **Accreditation Audit Report**.



# TAC National Accreditation Process

- The Accreditation Audit Report is reviewed by Technology Accreditation Canada. If the requirements of all National Accreditation Components are met, **National Program Accreditation** is issued for the program for five (5) years.
- The program undergoes another **Accreditation Process** to start the accreditation cycle again.



# Glossary of Terms

**Component** refers to the measures by which a program is evaluated for the purposes of accreditation. See NAC below.



# Glossary of Terms

**CTAC** stands for Canadian Technology Accreditation Criteria, a set of outcome-based requirements for technician and technologist programs for the purposes of program accreditation.



# Glossary of Terms

**Demonstrable Learning Outcome** is how a program actually determines that students have achieved the Discipline or General Learning Outcome as indicated in the course outlines.

**Discipline Learning Outcomes** refers to learning outcomes that are specific to each technician or technologist discipline. Each Discipline Learning Outcome has several Learning Outcome Indicators.



# Glossary of Terms

**EI** stands for the Educational Institution whose program is undergoing accreditation.

**GAC** stands for the Governance and Audit Council. The GAC is a group within Technology Accreditation Canada that is responsible, among other things, for the appeals stage of the accreditation process.



# Glossary of Terms

**General Learning Outcomes** are the same for technician or technologist regardless of discipline. Each Discipline or General Learning Outcome has several Learning Outcome Indicators.

**Learning Outcome Indicator** is how a program could determine that students have achieved the Learning Outcome.



# Glossary of Terms

**NAC** stands for the National Accreditation

Components, the set of measures by which a program seeking accreditation is evaluated. The NAC form the foundation of the entire accrediting system. They define how a good technician or technologist program looks and runs.





# Glossary of Terms

**PPA** stands for Provincial Professional Association, one of the provincial organizations that comprise Technology Accreditation Canada.

**Program Discipline Learning Outcomes** refers to the core competencies that comprise a technician or technologist program.



# Glossary of Terms

**Program Learning Outcomes** are divided into two categories: Discipline Learning Outcomes and General Learning Outcomes.

**TAC** stands for the accrediting organization Technology Accreditation Canada.



# Glossary of Terms

**TPC** stands for Technology Professionals Canada.

**TR** stands for Technology Report, a project that students in the final year of their technologist program must complete.



# Review

Take a few minutes to review the material in this module and then complete the quiz.

1. Technology Professionals Canada
2. Technology Accreditation Canada
3. TAC National Accreditation System
4. TAC National Accreditation Components
5. TAC National Accreditation Process
6. Glossary of Terms





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# 3.0 The Audit Team



# Objectives

1. What is an Auditor?
2. What are the Qualifications, Attributes and Responsibilities of a TAC Auditor?
3. What are the Qualifications, Attributes and Responsibilities of a Lead Auditor?
4. What are the Responsibilities of an Auditor-in-Training?
5. What TAC Policies Relate to Auditors?
6. What is the Auditor Training Process?



# What is an Auditor?

- A person authorized by an accrediting organization to objectively examine and report on how an education program is run and its outcomes using a predetermined set of standards.



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# What are the Qualifications of a TAC Auditor?

- A TAC Auditor must:
  - Be certified or licensed by the relevant Provincial Professional Association.
  - Have at least five (5) years of work experience in his or her discipline.





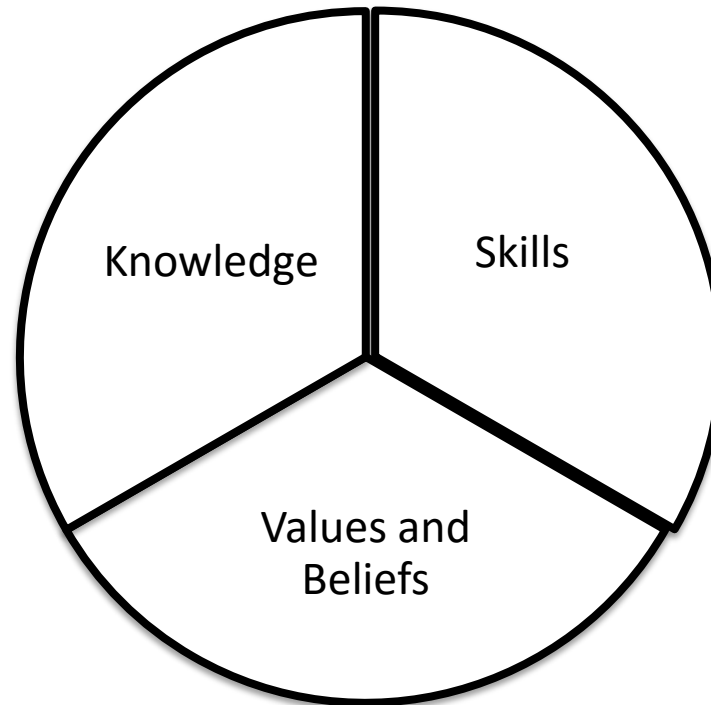
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# What are the Qualifications of a TAC Auditor?

- Have completed TAC Auditor Training.
- Have completed at least two (2) audits as an Auditor-in-Training.
- Sign the TAC Auditor Policy Declaration.
- Be on the TAC Auditor Roster.



# What are the Attributes of a TAC Auditor?



# What is the Required Knowledge of a TAC Auditor?

- **Technical Knowledge:** Understands program-related technology, understands Canadian Technology Accreditation Criteria, able to assess the technical content of courses using the Canadian Technology Accreditation Criteria, able to assess the quality of technical lab facilities, able to assess student technical knowledge.



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# What is the Required Knowledge of a TAC Auditor?

- **Industry Knowledge:** Understands employment trends and employer requirements.
- **Education Knowledge:** Understands how a course should be structured and delivered for maximum learning, understands the context of the educational institution.



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# What is the Required Knowledge of a TAC Auditor?

- **Health and Safety Knowledge:** Understands health and safety regulations for educational institutions and for industry.
- **Legal Knowledge:** Understands the legislation that governs the technical fields.



# What is the Required Knowledge of a TAC Auditor?

- **Knowledge of the TAC Accreditation System:** Understands the accreditation components, understands the steps of the accreditation process, understands how to use the accreditation documents, understands how the accreditation process relates to the profession, understands the roles of the stakeholders in the accreditation system.



# What are the Required Skills of a TAC Auditor?

- **People Skills:** Treats everyone respectfully and professionally, treats everyone equally, enjoys interacting with people from different backgrounds, values different perspectives.
- **Team Building Skills:** Collaborates with others to meet specific objectives, respectfully offers opinions, respectfully responds to others' opinions, able to compromise when necessary.



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# What are the Required Skills of a TAC Auditor?

- **Oral Communication Skills:** Listens attentively, listens actively, clarifies and summarizes effectively, orders thoughts clearly.
- **Interview Skills:** Asks relevant questions, notes key points and ideas, manages participant turn-taking, manages participant emotions.





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# What are the Required Skills of a TAC Auditor?

- **Written Communication Skills:** Writes clearly and concisely, writes with correct spelling and grammar, writes with plain language, writes with a clear structure.
- **Organizational Skills:** Identifies priorities, puts tasks in order, assigns timeframes for tasks, tracks task completion, meets deadlines.



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# What are the Required Skills of a TAC Auditor?

- **Problem Identification Skills:** Identifies problems, evaluates severity of problems.
- **Problem-Solving Skills:** Prioritizes problems, solves problems methodically and efficiently.



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# What are the Required Values, Beliefs and Traits of a TAC Auditor?

- **Confidentiality:** Exercises discretion in the collection and use of confidential information, understands the importance of maintaining confidentiality.
- **Objectivity:** Distinguishes fact from opinion, makes decisions based on fact.



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# What are the Required Values, Beliefs and Traits of a TAC Auditor?

- **Flexibility and Adaptability:** Makes adjustments to plans and schedules if required by circumstances, handles the unexpected.



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# What are the Required Values, Beliefs and Traits of a TAC Auditor?

- **Professionalism:** Presents himself or herself professionally at all times, treats others respectfully and professionally at all times.
- **Value Accreditation:** Believes in the role of the accreditation process in maintaining the quality and integrity of the profession and industry.



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# What are the Responsibilities of a TAC Auditor?

- A TAC Auditor is appointed by the TAC Executive Director after discussion with the Provincial Professional Association and with consideration of avoiding any conflict of interest in the audit process.
- An Auditor reports to the Lead Auditor.
- There are two Auditors per Audit Team along with a Lead Auditor.



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# What are the Responsibilities of a TAC Auditor?

- A TAC Auditor is responsible for:
  - Completing TAC Auditor training process;
  - Completing the initial review of the Self-Assessment Package as part of the Audit Team;



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# What are the Responsibilities of a TAC Auditor?

- Completing the Site Visit as part of an Audit Team, reporting to the Lead Auditor;
- Participating in the completion of the Accreditation Audit Report;
- Participating in the final decision on the accreditation of the program;
- Providing feedback on the Lead Auditor to the TAC Executive Director.





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# What are the Qualifications of a Lead Auditor?

- A Lead Auditor must:
  - Be certified or licensed by the relevant Provincial Professional Association.
  - Have at least five (5) years of work experience in his or her discipline.



# What are the Qualifications of a Lead Auditor?

- Have positive Auditor Evaluations from the stakeholders (Lead Auditor, Educational Institution, PPA) in three (3) TAC audits or the equivalent.
- Have completed the TAC Auditor Training.
- Sign the TAC Auditor Policy Declaration.
- Be on the TAC Auditor Roster.



# What are the Qualifications of a Lead Auditor?

- Additional desirable qualifications in a Lead Auditor include:
  - Leadership or management experience.
  - Other auditing or quality management experience or training (internal auditing, ISO).



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# What are the Attributes of a Lead Auditor?

- In addition to the attributes of an Auditor, a Lead Auditor has:
  - Superior communication and people skills.
  - Superior problem-solving skills.
  - Superior team building skills.
  - Conflict resolution skills.
  - Leadership skills.
  - Mentorship skills.



# What are the Responsibilities of a Lead Auditor?

- The Lead Auditor is appointed by and reports to the TAC Executive Director for the completion of a specific program accreditation.



# What are the Responsibilities of a Lead Auditor?

- The Lead Auditor is responsible for:
  - Being the point of contact for the Educational Institution during the preparation for and implementation of the Site Visit.
  - Ensuring that all components of the Self-Assessment Package are complete.



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# What are the Responsibilities of a Lead Auditor?

- Finalizing the Site Visit schedule with the Educational Institution;
- Copying the TAC Executive Director and Accreditation Coordinator on all correspondence with the Educational Institution in preparation for the Site Visit;



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# What are the Responsibilities of a Lead Auditor?

- Making final decisions with respect to the Site Visit implementation.
- Facilitating the auditor communication for materials required for the audit (course outlines, samples of student work).
- Leading the Site Visit.
- Coordinating completion of the Accreditation Audit Report with the Audit Team members.





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# What are the Responsibilities of a Lead Auditor?

- Answering any questions about clarity and accuracy in the Accreditation Audit Report from the TAC Executive Director.
- Providing feedback on the Auditors and Auditors-in-Training to the TAC Executive Director.
- Signing off on final approval of an Auditor-in-Training to become an Auditor.



# What are the Qualifications of an Auditor-in-Training?

An Auditor-in-Training must:

- Be certified or licensed by the relevant Provincial Professional Association.
- Have at least two (2) years of work experience in his or her discipline.
- Be nominated by a Provincial Professional Association.



# What are the Responsibilities of an Auditor-in-Training?

- An Auditor-in-Training is nominated by the Provincial Professional Association to complete the TAC Auditor Training process and to eventually become a full Auditor and part of the national registry of Auditors, the TAC Auditor Roster.
- The Auditor-in-Training reports to the Lead Auditor.



# What are the Responsibilities of an Auditor-in-Training?

- An Auditor-in-Training is responsible for:
  - Completing TAC Auditor Training.
  - Signing the TAC Auditor Policy Declaration.
  - Participating at least two (2) Audits and corresponding Site Visit as an observer in order to learn how to be an Auditor.



# What are the Responsibilities of an Auditor-in-Training?

- Completing and submitting audit forms for learning purposes only.
- Asking questions as the Audit and Site Visit progresses in order to fully understand the audit process.



# What TAC Policies Relate to Auditors?

- All TAC Auditors are expected to understand and follow these policies:
  - TACPOL-7 Auditor Code of Conduct
  - TACPOL-8 Auditor Conflict of Interest Policy
  - TACPOL-9 Auditor Confidentiality Policy
  - TACPOL - G1 Guidelines for Acceptance of Gifts



# What TAC Policies Relate to Auditors?

- All TAC Auditors must sign the TAC Auditor Policy Declaration Form to indicate they understand and agree to follow the policies.



# What TAC Policies Relate to Auditors?

## TACPOL-7 Auditor Code of Conduct

- This policy outlines the principles that Auditors are to follow and the expectations about how Auditors will behave.





# What TAC Policies Relate to Auditors?

## TACPOL-8 Auditor Conflict of Interest Policy

- This policy outlines how Auditors are to avoid, identify and/or manage perceived or real conflicts of interest as they fulfill their responsibilities.



# What TAC Policies Relate to Auditors?

## TACPOL-9 Auditor Confidentiality Policy

- This policy outlines how Auditors are to handle the confidential information they have access to as Auditors.



# What TAC Policies Relate to Auditors?

## TACPOL - G1 Guidelines for Acceptance of Gifts

- Auditors should use their best judgment to avoid situations of real or perceived conflict with respect to receiving gifts and hospitality in the course of conducting accreditation work.



# What TAC Policies Relate to Auditors?

## TACNAC 041 TAC Auditor Policy Declaration Form

- Auditors agree to follow the TAC policies that relate to Auditors.



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# What is the TAC Auditor Training Process?

1. Successful completion of the TAC Auditor Training.
2. Signing of Auditor Policy Declaration.
3. Completion of two or more audits in the role of Auditor-in-Training.
4. Final approval as an Auditor from a Lead Auditor.



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# What is the TAC Auditor Training Process?

- The TAC Auditor-in-Training Approval Form allows you to track your progress through the Auditor Training Process.



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# What is the TAC Auditor Training Process?

- TACNAC 042 TAC Auditor-in-Training Guidelines for Lead Auditors provides guidance to the Lead Auditor supervising an Auditor-in-Training.



# Review

1. What is an Auditor?
2. What are the Qualifications, Attributes and Responsibilities of an Auditor?
3. What are the Qualifications, Attributes and Responsibilities of a Lead Auditor?
4. What are the Responsibilities of an Auditor-in-Training?
5. What TAC Policies Relate to Auditors?
6. What is the Auditor Training Process?







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4.0 The TAC National Accreditation Process

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# 4.0 The TAC National Program Accreditation Process, Part One



# Objectives

1. The Accreditation Application
2. The Accreditation Self-Assessment Package
3. The Selection of the Audit Team



# 1. Accreditation Application

- The Educational Institution completes the Accreditation Application Form and submits it to TAC along with the required fee.
- TACNAC 004 Accreditation Application Form



# 1. Accreditation Application

- The Accreditation Application Form is reviewed by the TAC Executive Director.
- One of three decisions is made:
  - The program is approved to proceed to the next stage of the accreditation process.
  - The program is required to revise the application.
  - The program is not allowed to proceed with accreditation.



# 1. Accreditation Application

- The Educational Institution is sent a letter indicating which of these three decisions has been made.
- The TAC Executive Director informs the appropriate PPA that the Accreditation Application Form has been received.



## 2. The Accreditation Self-Assessment Package

- If the Educational Institution receives approval to proceed to the next stage of the accreditation process, the institution is sent the Accreditation Self-Assessment Package and all tables that need to be completed as part of the self-assessment process.



## 2. The Accreditation Self-Assessment Package

- The Educational Institution completes the Accreditation Self-Assessment Package and submits it to TAC.
- Online, email, or telephone assistance is offered to the Educational Institution if required and requested.



## 2. The Accreditation Self-Assessment Package

- The Educational Institution posts the required documentation, including program information, course outlines and available student work, to a secure website.
- The posting of the information should indicate the date and time on which the documentation is posted.





## 2. The Accreditation Self-Assessment Package

- No changes should be made to the documentation after it has been posted without clear communication in writing to TAC.
- The Educational Institution also submits a request for a Site Visit date that is at least four (4) months in the future.



## 2. The Accreditation Self-Assessment Package

- It must be stressed to the program seeking accreditation that the effectiveness of the Audit Team's information gathering and review is only as good as the materials provided by the program.
- The onus is on the program to fully disclose all information and materials relevant to the process to the Audit Team.



## 2. The Accreditation Self-Assessment Package

- The following documents pertain to this stage of the accreditation process:
  - TACNAC 010 Accreditation Self-Assessment Package
  - TACNAC 011 Table 1 Enrollment and Graduation Data
  - TACNAC 012 Table 2 Course Discipline Learning Outcomes
  - TACNAC 013 Table 3 Program Discipline Learning Outcomes



## 2. The Accreditation Self-Assessment Package

- TACNAC 014 Table 4 Course General Learning Outcomes
- TACNAC 015 Table 5 Program General Learning Outcomes
- TACNAC 018 Table 8 Faculty Qualifications (Program Discipline Learning Outcomes)



## 2. The Accreditation Self-Assessment Package

- TACNAC 019 Table 9 Faculty Qualifications (Other Faculty)
- TACNAC 020 Table 10 Faculty Workload (Program Discipline Learning Outcomes)



## 2. The Accreditation Self-Assessment Package

- TACNAC 010 Accreditation Self-Assessment Package



## 2. The Accreditation Self-Assessment Package

- TACNAC 011 Table 1 Enrollment and Graduation Data



## 2. The Accreditation Self-Assessment Package

- TACNAC 012 Table 2 Course Discipline Learning Outcomes
  - The Canadian Technology Accreditation Criteria are required for the completion of this table.





## 2. The Accreditation Self-Assessment Package

- TACNAC 012 Table 2 Course Discipline Learning Outcomes
  - How to complete the document.



## 2. The Accreditation Self-Assessment Package

1. Fill in the Educational Institution name, the program (or option) name, and the date the table is completed.
2. List the name and version (date) of the Discipline Learning Outcomes used.
3. For each semester of the program, list the courses (in vertical text).



## 2. The Accreditation Self-Assessment Package

4. In the left hand column, list all the relevant Discipline Learning Outcome numbers and statements reflected in your program.
  - a. If your program is multidisciplinary you may list up to two (2) related Discipline Learning Outcomes from other disciplines.



## 2. The Accreditation Self-Assessment Package

- b. If your program has a distinct focus not covered by a Discipline Learning Outcome you may design up to two customized Discipline Learning Outcomes to reflect the uniqueness of your program.
  - i. Identify customized Discipline Learning Outcomes with your Educational Institution and program name.
  - ii. You must provide TAC with customized Discipline Learning Outcomes and related Learning Outcome Indicators for approval six (6) months prior to the Site Visit.



## 2. The Accreditation Self-Assessment Package

5. For each Discipline Learning Outcome listed in the left hand column enter a “C” for each course which offers a significant contribution. Leave the cell blank if the course does not contribute to the Discipline Learning Outcome.



## 2. The Accreditation Self-Assessment Package

6. Select and shade (grey fill) five (5) rows of Discipline Learning Outcomes, which are the most important to your program. These are your Program Discipline Learning Outcomes.
7. If program options exist, create a Table 2 for each program option.



## 2. The Accreditation Self-Assessment Package

- TACNAC 013 Table 3 Program Discipline Learning Outcomes
  - How to complete the document.



## 2. The Accreditation Self-Assessment Package

1. List under Program Discipline Learning Outcome #1 the first of the five (5) shaded Discipline Learning Outcomes identified in Table 2 as being important for your program. Include the code number and statement for the Discipline Learning Outcome.





## 2. The Accreditation Self-Assessment Package

2. For each course identified with a “C” in Table 2 for the first Discipline Learning Outcome, complete the columns that are underneath the Discipline Learning Outcome code number and statement.
  - a. Enter the courses in the order they are taught in the program.
  - b. Enter at least two Demonstrable Learning Outcomes for each course identified. Demonstrable Learning Outcomes are new things a student can do or should know upon completion of the course as documented in your course outline. Demonstrable Learning Outcomes are what is actually being taught in the course.



## 2. The Accreditation Self-Assessment Package

3. Shade (grey fill) the most advanced or culminating course for the Discipline Learning Outcome. This should typically be in the final two semesters.
  - a. The course outline for this course should include verbs representing the appropriate level of learning for a technician or technologist, as taken from Bloom's Taxonomy of Learning. For a technician program the levels of learning should be application and analysis. For a technologist program the levels of learning should be synthesis and evaluation.



## 2. The Accreditation Self-Assessment Package

4. Repeat steps 1, 2 and 3 for the remaining four Program Discipline Learning Outcomes identified in Table 2 as being important for your program.
5. Auditors will review provided student work for the five culminating courses to verify that it matches the declared Program Discipline Learning Outcomes and that the courses have been delivered at the appropriate Bloom's Taxonomy of Learning level for a technician or technologist.



## 2. The Accreditation Self-Assessment Package

6. Auditors will review “C” contributing Discipline Learning Outcome course outlines to determine support for the identified Discipline Learning Outcome statement and the Discipline Learning Outcome Indicators. A majority of the selected Discipline Learning Outcome Indicators should be covered.
7. If the program has options, create an additional version of Table 3 for each option.



## 2. The Accreditation Self-Assessment Package

- TACNAC 014 Table 4 Course General Learning Outcomes
  - How to complete the document.



## 2. The Accreditation Self-Assessment Package

1. Fill in Educational Institution name, program or option name, and date the table was completed.
2. List the name and version (date) of the General Learning Outcomes used.
3. For each semester of the program list the courses students take (in vertical text).



## 2. The Accreditation Self-Assessment Package

4. In the left hand column, list the eight General Learning Outcomes for the level program (technician or technologist) being audited.
5. For each General Learning Outcome Statement listed in the left hand column enter a “C” for each course which offers a significant contribution. Leave the cell blank if the course does not contribute to the listed General Learning Outcome.



## 2. The Accreditation Self-Assessment Package

6. Shade or grey fill up to three (3) cells containing a “C” in each row to identify courses which make the most significant contribution.
7. If program options exist, create a Table 4 for each program option.





## 2. The Accreditation Self-Assessment Package

- TACNAC 015 Table 5 Program General Learning Outcomes
  - How to complete the document.



## 2. The Accreditation Self-Assessment Package

1. Complete Table 5 to represent the program's achievement of the General Learning Outcomes.
  - a. Accredited programs must demonstrate all eight (8) General Learning Outcomes.



## 2. The Accreditation Self-Assessment Package

2. List the first General Learning Outcome code and the related General Learning Outcome statement.
  - a. List the three key courses for this General Learning Outcome identified with a shaded “C” in Table 4.
  - b. Complete the columns in Table 5 for each course you list.
  - c. Enter the courses in the order they are taught in the program.
  - d. Enter at least two Demonstrable Learning Outcomes from your course outlines for each course identified. Demonstrable Learning Outcomes should correlate to the General Learning Outcome statement and what a student can do or should know on completion of the course.



## 2. The Accreditation Self-Assessment Package

3. Repeat step 2 for the remaining seven General Learning Outcomes listed in the left column of Table 4.
4. The auditors will review “C” contributing course outlines to determine support for each General Learning Outcome statement and the General Learning Outcome Indicators. A majority of the General Learning Outcome Indicators should be covered.
5. Create an additional Table 5 for each program option corresponding to its Table 4.



## 2. The Accreditation Self-Assessment Package

- TACNAC 018 Table 8 Faculty Qualifications (Program Discipline Learning Outcomes)
  - How to complete the document.



## 2. The Accreditation Self-Assessment Package

- TACNAC 019 Table 9 Faculty Qualifications (Other Faculty)
  - How to complete the document.



## 2. The Accreditation Self-Assessment Package

- TACNAC 020 Table 10 Faculty Workload (Program Discipline Learning Outcomes)
  - How to complete the document.



## 3. The Selection of the Audit Team

- The TAC Executive Director appoints the Audit Team from individuals listed on the TAC Auditor Roster.





## 3. The Selection of the Audit Team

- The Audit Team is selected based upon:
  - Technical suitability (subject matter expertise).
  - Availability.
  - Location.
  - Avoidance of conflict of interest.



## 3. The Selection of the Audit Team

- The Auditors are selected in discussion with the appropriate PPA.



## 3. The Selection of the Audit Team

- The Audit Team consists of a Lead Auditor and two additional Auditors.
- The two Auditors will be Subject Matter Experts (SMEs). The Lead Auditor may or may not be an SME.



## 3. The Selection of the Audit Team

- The goal is to have a well-balanced Audit Team in terms of expertise, industry experience, and auditing experience.
- If necessary, an additional SME may be brought in to the audit process as a resource at the discretion of the Lead Auditor and in consultation with the TAC Executive Director.



## 3. The Selection of the Audit Team

- At least one of the three Audit Team members must be from the province in which the Educational Institution is located.
- At least one of the three Audit Team members must be from outside the province in which the Educational Institution is located.



## 3. The Selection of the Audit Team

- An Auditor-in-Training may also be assigned to the Audit Team.
- No more than two Auditors-in-Training may be assigned to an Audit Team.
- Auditors-in-Training may be from the same province in which the Educational Institution is located or from outside of the province.



## 3. The Selection of the Audit Team

- The Educational Institution is advised of the Audit Team members.
- The Educational Institution either approves the Audit Team or requests changes.



## 3. The Selection of the Audit Team

- Only changes requested based upon perceived conflict of interest are considered.
- Any request for a change to the Audit Team must be provided to the TAC Executive Director in writing no more than ten (10) days after the Educational Institution receives notification of the Audit Team.





## 3. The Selection of the Audit Team

- The Audit Team is finalized.
- The PPA is notified of the final Audit Team.



# Review

1. The Accreditation Application
2. The Accreditation Self-Assessment Package
3. The Selection of the Audit Team





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5.0 The TAC National Program  
Accreditation Process, Part Two

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# 5.0 The TAC National Program Accreditation Process, Part Two



# Objectives

1. The Preliminary Audit
2. The Site Visit Confirmation
3. The Site Visit
4. Managing the Unexpected



# 1. The Preliminary Audit

- The Audit Team reviews all of the components of the Self-Assessment Package.
- The Audit Team notes down any required documents or materials that are missing.
- The Audit Team notes down any components that are Not Compliant in TACNAC 025 Accreditation Audit Report .



# 1. The Preliminary Audit

- The Audit Team notes down any Recommended Improvements and Best Practices, also in TACNAC 025.
- Finally, the Audit Team also notes on a separate paper or in a separate document any questions that need to be addressed during the Site Visit.



# 1. The Preliminary Audit

- TACNAC 025 Accreditation Audit Report
  - A preliminary review of the document.



# 1. The Preliminary Audit

- TACNAC 043 Auditor Supplementary Analysis Tool #1





# 1. The Preliminary Audit

- The Lead Auditor establishes contact with the designated Educational Institution accreditation contact person.
- The TAC Executive Director and Accreditation Coordinator are copied on all communication with the Educational Institution.



# 1. The Preliminary Audit

- The Audit Team reaches a consensus about the quality of the Self-Assessment Package prior to the Site Visit and any issues evident in the material submitted.
- If there is no consensus the TAC Executive Director is notified.
- Consensus may be facilitated by the TAC Executive Director, the GAC and/or consultation with another Lead Auditor who is a Subject Matter Expert.



# 1. The Preliminary Audit

- Should there be any issues of non-compliance evident at this stage of the audit process the Lead Auditor brings these issues to the attention of Educational Institution.
- The Educational Institution can then address the issues prior to the Site Visit or during the Site Visit.
- The TAC Executive Director and Accreditation Coordinator are copied on this communication.



# 1. The Preliminary Audit

- The Lead Auditor prepares the Audit Team for the Site Visit.
- The Audit Team confirms questions they will ask and areas that they will investigate based upon the Preliminary Audit.



## 2. The Site Visit Confirmation

- The Site Visit date is finalized by the Lead Auditor based upon the requested time frame from the Educational Institution and the availability of the Audit Team.
- The graduating class and the instructors must be available for interviews on the agreed upon Site Visit date.



## 2. The Site Visit Confirmation

- The TAC Executive Director and TAC Accreditation Coordinator are copied on the communication finalizing the Site Visit date.
- A Site Visit Preparation Letter and Site Visit Schedule are sent via e-mail to the Educational Institution two months ahead of time by the TAC Accreditation Coordinator.



## 2. The Site Visit Confirmation

- TACNAC 021 Site Visit Confirmation Letter
  - Review the information in the letter



## 2. The Site Visit Confirmation

1. A staff member, who will be present throughout the day, to be responsible for the overall organization and coordination of the Site Visit.
2. A small meeting room which the Auditors can use as their 'home base' during the Site Visit.





## 2. The Site Visit Confirmation

3. Breakfast for the Auditors, alumni, employers and external program advisors at the beginning of the Site Visit (8:00am).
4. Lunch for the Audit Team, program administrators and any additional administrators involved in the audit process (12:00pm).



## 2. The Site Visit Confirmation

5. A 30-minute presentation to provide the Auditors with an overview of the program (and all options) being reviewed for accreditation.



## 2. The Site Visit Confirmation

6. At least 5 current students to take part in a focus group interview.
7. At least 5 alumni to take part in a focus group interview.
8. At least 5 current faculty teaching courses related to the Program Discipline Learning Outcomes to take part in a focus group interview.
9. At least 3 external program advisors (from your Program Advisory Committee) or employers to take part in a focus group interview.



## 2. The Site Visit Confirmation

10. A staff member to conduct the Auditors on a detailed tour of your facilities as they relate to the program(s) being audited.
11. A staff member who can review the health and safety processes and procedures specific to courses in the program(s) being audited.



## 2. The Site Visit Confirmation

12. Any additional course materials and student work as requested by the Auditors prior to the Site Visit (please specify).
  
13. Other (please specify).



## 2. The Site Visit Confirmation

- Please also ensure that the staff responsible for the administration of the program (Program Administrators) and other administration staff responsible for the program will be available for lunch, interviews and the audit wrap up at the end of the day.



## 2. The Site Visit Confirmation

- TACNAC 022 Accreditation Site Visit Schedule
  - Breakfast with alumni, program advisors and employers
  - Focus groups with the program advisors/ employers and then alumni
  - Formal presentation by the Educational Institution



## 2. The Site Visit Confirmation

- TACNAC 022 Accreditation Site Visit Schedule
  - Focus group with students
  - Tour of the program facilities
  - Lunch with the Program and Educational Institution Administrators





## 2. The Site Visit Confirmation

- TACNAC 022 Accreditation Site Visit Schedule
  - Review course material and student work
  - Focus group with faculty
  - Program Administrator interviews



## 2. The Site Visit Confirmation

- TACNAC 022 Accreditation Site Visit Schedule
  - Audit Team deliberation
  - Exit meeting with the Program and Educational Institution Administrators



## 3. The Site Visit

- The Audit Team completes the Site Visit following the agreed upon Site Visit Schedule and using all of the documents submitted by the Educational Institution.

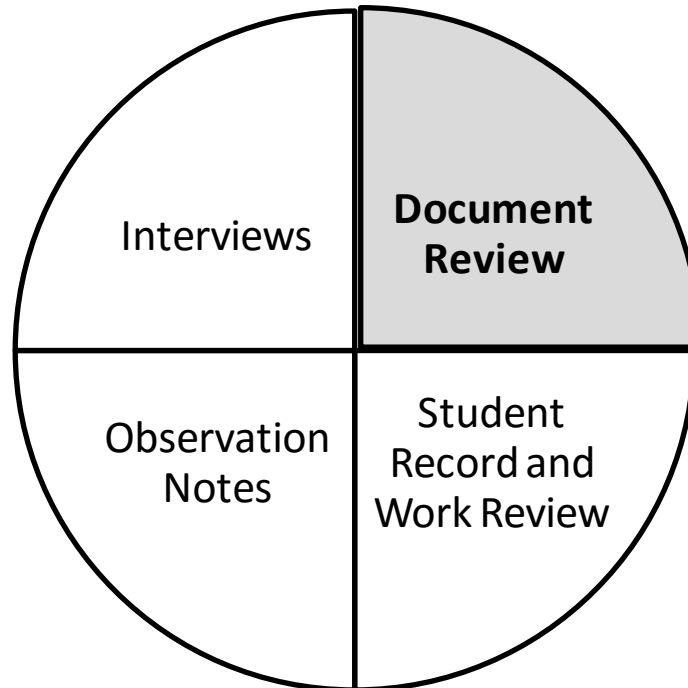


## 3. The Site Visit

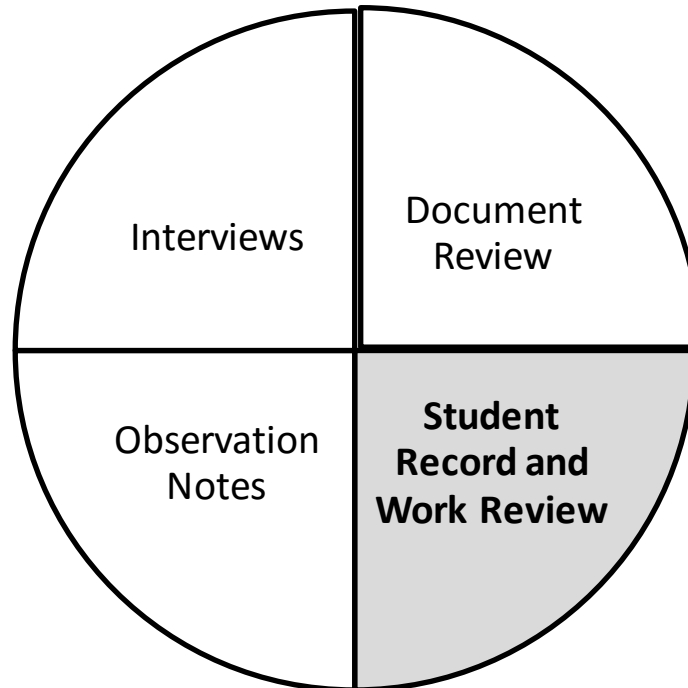
- Initial Informal Meeting:
  - Introductions.
  - Briefly review how the day will unfold.
  - Briefly review the purpose of the Site Visit.
  - Establish the ground rules for the day.



# 3. The Site Visit



# 3. The Site Visit



## 3. The Site Visit

- Student Record and Work Review
  - TACNAC 016 Table 6 Student Work Review Form



## 3. The Site Visit

- Student Record and Work Review
  - TACNAC 044 Auditor Supplementary Analysis Tool #2



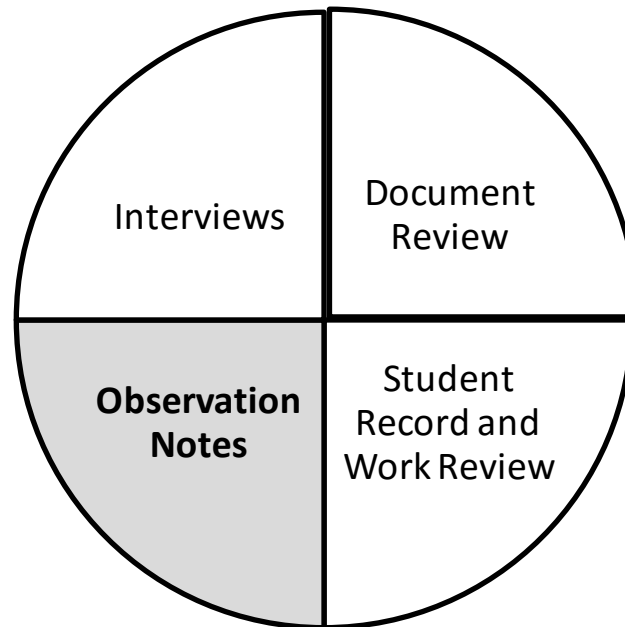


## 3. The Site Visit

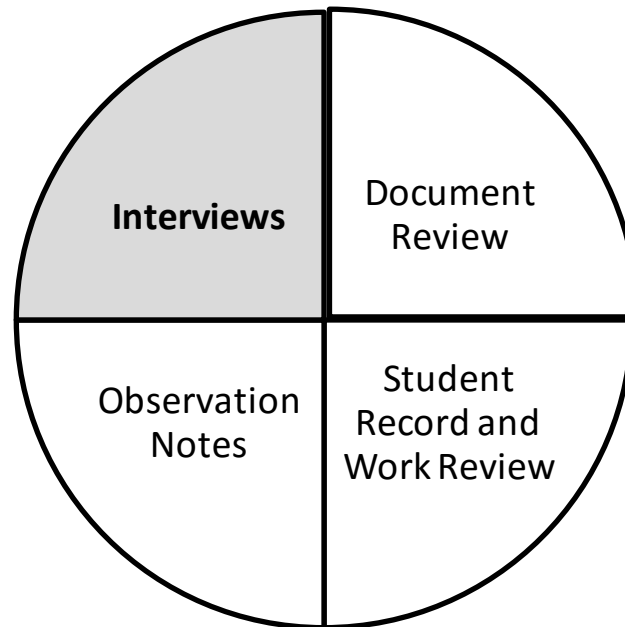
- Technology Report Review
  - TACNAC 017 Table 7 Technology Report Review Form



# 3. The Site Visit



# 3. The Site Visit



## 3. The Site Visit

- Running a Focus Group
  - Starting the focus group
  - Managing the focus group interactions
  - Wrapping up the focus group



## 3. The Site Visit

- Wrapping up the Site Visit
  - Audit Team meets to consolidate findings
  - Audit Team meets with Program and Educational Institution Administrators to share findings
  - Next steps outlined
  - TACNAC 044 Site Visit Exit Interview Guidelines



## 4. Managing the Unexpected

- Respond to the unexpected professionally, flexibly and creatively.
- Have back ups of all data and documents.



# Review

1. The Preliminary Audit
2. The Site Visit Confirmation
3. The Site Visit
4. Managing the Unexpected





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# 6.0 TAC National Program Accreditation Process, Part Three





# Objectives

1. Auditor Evaluation
2. The Final Audit Report
3. The Appeals Process
4. Annual Reporting
5. Withdrawal from Accreditation Process
6. Accreditation Renewal



# 1. Auditor Evaluation

- Evaluations of the Auditors are completed immediately after the Site Visit.
- The Educational Institution evaluates the Audit Team.
- The PPA representative or attendee evaluates the Audit Team.



# 1. Auditor Evaluation

- The Auditors are evaluated by the Lead Auditor.
- The Lead Auditor is evaluated by the Auditors.
- If there is an Auditor-in-Training in the Audit Team, he or she is evaluated by the Lead Auditor as part of the Auditor Training process.



# 1. Auditor Evaluation

- All evaluations are forwarded to the TAC Executive Director who then determines if any follow-up action is required.



# 1. Auditor Evaluation

- The following documents pertain to this stage of the accreditation process:
  - TACNAC 026 Auditor Evaluation Form for Educational Institution
  - TACNAC 027 Auditor Evaluation Form for PPA Attendee
  - TACNAC 028 Auditor Evaluation Form by Lead Auditor
  - TACNAC 029 Auditor Evaluation Form of Lead Auditor



## 2. The Final Audit Report

- The Audit Team completes the Final Audit Report.
  - TACNAC 025 Accreditation Audit Report

## 2. The Final Audit Report

	Right Reason (Evidence-Based)	Wrong Reason (Subjective)
Compliant	√	X
Not Compliant	√	X



## 2. The Final Audit Report

- The Audit Team recommends one of three outcomes for the accreditation process:
  1. The program receives accreditation.
  2. The program is required to make revisions within a timeframe designated by the Audit Team (not to exceed 6 months) in order to receive accreditation.
  3. The program is denied accreditation.





## 2. The Final Audit Report

1. The program receives accreditation.



## 2. The Final Audit Report

2. The program is required to make revisions within a timeframe designated by the Audit Team (not to exceed 6 months) in order to receive accreditation.



## 2. The Final Audit Report

3. The program is denied accreditation.



## 2. The Final Audit Report

- If the Audit Team cannot reach an agreement about the accreditation outcome, the TAC Executive Director is notified.
- A meeting with the Audit Team, the TAC Executive Director and the GAC is held in order to reach an accreditation decision.



## 2. The Final Audit Report

- The Final Audit Report is signed by all members of the Audit Team and submitted to the TAC Executive Director.
- The TAC Executive Director approves the Final Audit Report and passes it to the GAC for a second level review.



## 2. The Final Audit Report

- Once the second level review is complete the Final Audit Report and corresponding communication is forwarded to the Educational Institution.
- Copies are also forwarded to the PPA.



## 2. The Final Audit Report

- Notice of the accreditation is placed on the TAC website.
- Note that accreditation is awarded for a period of five (5) years, after which time the program applies for accreditation again.



## 2. The Final Audit Report

- If the program is required to make revisions within a timeframe designated by the Audit Team, an Accreditation Revisions Required Letter is sent to the Educational Institution along with a copy of the Final Audit Report.
- Copies are also forwarded to the PPA.





## 2. The Final Audit Report

- If the revisions are not completed in the designated timeframe accreditation is denied.



## 2. The Final Audit Report

- If the program is denied accreditation, an Accreditation Denial Letter is sent to the Educational Institution along with a copy of the Final Audit Report.
- Copies are also forwarded to the PPA.



## 3. The Appeals Process

- If accreditation is denied the Educational Institution can appeal the decision and the Final Audit Report by filing an appeal in writing to the TAC Executive Director within four weeks of the date on the Accreditation Denial Letter.



## 3. The Appeals Process

- The request for an appeal should include, in detail, the grounds for the appeal.



## 3. The Appeals Process

- The TAC Executive Director forwards the request for appeal to the Governance and Audit Council (GAC) for consideration.
- The GAC considers the appeal based only on whether the accreditation process was correctly followed by the Audit Team.
- No other grounds for appeal will be considered.



## 4. Annual Reporting

- Accredited programs submit an Annual Report to the TAC Executive Director on the anniversary of their accreditation each year to update TAC on any program changes.
- The TAC Executive Director will share this report with the PPA.



## 4. Annual Reporting

- All program changes within the TAC National Accreditation Components must be disclosed to TAC in the Annual Report.
- See TACNAC 034 Annual Report.



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## 5. Withdrawal from Accreditation Process

- The Educational Institution can withdraw from the accreditation process at any time prior to receiving the Final Audit Report by notifying the TAC Executive Director in writing.
- The financial penalty for withdrawing from the accreditation process is determined by the TAC Executive Director.





## 6. Accreditation Renewal

- The TAC Accreditation Coordinator sends the Educational Institution an Accreditation Renewal Reminder letter one year and six months before the expiry of the program's accreditation.



## 6. Accreditation Renewal

- The TAC Accreditation Coordinator sends the Educational Institution the Accreditation Renewal Self-Assessment Package Letter. Thereafter the accreditation process follows the standard procedures for any program accreditation.



# Review

1. Auditor Evaluation
2. The Final Audit Report
3. The Appeals Process
4. Annual Reporting
5. Withdrawal from Accreditation Process
6. Accreditation Renewal

