

## Audit Report

**Educational Institution:**

**Audit Report Date:**

**Program:**

**Site Visit Date:**

**Options:**

**Accreditation Level:**

- Technician
- Technologist

**Type of Accreditation:**

- Initial Accreditation
- Subsequent Accreditation

**Lead Auditor:**

**Audit Team Member(s):**

### Decision of the Audit Team:

The program is accredited for five (5) years.

The program is not accredited until non-compliant items are resolved through further investigation and/or submitted material by [insert date that is eighteen months or less from the Audit Report Date].

The program is denied accreditation.

## General Comments

General comments that reflect findings during the audit of the program.

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## Non-Compliant Components

Statements of non-compliance with the National Accreditation Components supported by evidence contained in the Audit Report and acknowledged by the educational institution. The items must be addressed in order for accreditation to be granted by the date indicated on page 2.

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## Unique Program Features

Unique features that contribute to the quality of the program.

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## Best Practices

Statements relating to areas identified by the Audit Team which would be considered a best practice. Programs are to be commended for their best practices.

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## Opportunities for Improvement

Statements relating to areas identified by the Audit Team where the program could be improved. Such opportunities for improvement are not considered non-compliant and are provided for consideration.

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## National Accreditation Component Assessment

The assessment of each national accreditation component is indicated in the ‘Assessment’ column using the following terms:

- Compliant** - meets the requirements of the Component
- Non-compliant** - does not meet the requirements of the Component
- Not applicable** – does not apply
- Yes** - information has been provided
- No** - information has not been provided

**Important Note:** A non-compliant rating results in the program not being accredited. The non-compliant component must be resolved before accreditation can be granted.

### Component A: Program Background (Does not affect accreditation decision)

Component	Assessment
<b>A.1 Program History</b> The program has a documented history of educational delivery in the designated technician and technologist field.	<b>Yes</b> <b>No</b>
<b>A.2 Program Option Names and Descriptions</b> The program has clear names and descriptions for all program options (e.g. fast track, co-op, streams or “majors”).	<b>Yes</b> <b>No</b> <b>Not applicable</b>
<b>A.3 Program Instructional Delivery Modes</b> The program instructional delivery modes are documented.	<b>Yes</b> <b>No</b>

<p><b>A.4 Program Organizational Structure</b>                  The program has a clear, logical and documented program administrative structure as illustrated in an organizational chart with descriptions of roles and responsibilities. A description of the relationship between the program administration and the institutional administration is documented.</p>	<p><b>Yes</b> <b>No</b></p>
<p><b>A.5 Program Enrollment and Graduate Data</b>                  The program enrollment and graduate data is documented.</p>	<p><b>Yes</b> <b>No</b></p>
<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Best Practices:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Opportunities for Improvement:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	

**Component B: Student Policies**

Component	Assessment
<p><b>B.1 Program Admission Policies</b>                  Policies related to program admission requirements based on secondary school courses and grades are documented and accessible to applicants. Policies for other admission paths (i.e. for mature students) are documented and accessible to applicants.</p>	<p><b>Compliant</b> <b>Non-Compliant</b></p>
<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Best Practices:</b></p>	

<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>B.2 Policies for Monitoring Student Progress</b> Policies used to monitor student progress each semester to ensure that pre-requisite course credits have been obtained are documented and accessible to students.	<b>Compliant</b> <b>Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>B.3 Academic Policies and Procedures</b> Institutional and/or departmental policies on plagiarism, cheating, grade appeals are documented and accessible to students.	<b>Compliant</b> <b>Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>B.4 Student Transfer Policies</b>	

<p>Articulation and transfer agreements for the program are documented and accessible to students.</p>	<p><b>Compliant</b> <b>Non-Compliant</b></p>
<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Best Practices:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Opportunities for Improvement:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>B.5 Graduation Requirements</b> Graduation policies, including graduation requirements, passing grades for courses, overall program average grade, number of credits are documented and accessible to students.</p>	<p><b>Compliant</b> <b>Non-Compliant</b></p>
<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Best Practices:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Opportunities for Improvement:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	

### Component C: Program Policies

Component	Assessment
<p><b>C.1 Program Development Policies and Procedures</b></p>	<p><b>Compliant</b></p>



Policies for program and course development, including timelines, institutional processes and governance are documented.	<b>Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>C.2 Program Continuous Improvement Policies</b> Policies for program continuous improvement are documented. Periodic program self-assessments, producing recommendations that are used for improvements in the curriculum and/or student success, are documented. There is documented evidence of program and course changes.	<b>Compliant Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>C.3 Work Placement Policies</b> Policies and procedures for work terms, co-op, practicums and internships, including how to obtain a placement, get credit for the placement, ensuring placement is relevant to the area of study, placement assessment and options available if a work placement is not secured, are documented and accessible to students.	<b>Compliant Non-Compliant Not applicable</b>

<b>Comments</b> •	
<b>Best Practices:</b> •	
<b>Opportunities for Improvement:</b> •	
<p><b>C.4 External Program Input</b>                  A Program Advisory Committee (PAC) exists. Policies and procedures regarding the establishment of a Program Advisory Committee, including the frequency of meetings, terms of members, are documented. Names and contact information for the current PAC members is documented. Minutes from Program Advisory Committee meetings over the past three (3) years are documented. Reports from any other external bodies which have reviewed the program over the past three (3) years are documented.</p>	<p><b>Compliant</b> <b>Non-Compliant</b></p>
<b>Comments</b> •	
<b>Best Practices:</b> •	
<b>Opportunities for Improvement:</b> •	

**Component D: Program and Course Information**

Component	Assessment
<b>D.1 Program Description Documents</b>	<b>Compliant</b>

Policies for program and course development, including timelines, institutional processes and governance are documented.	<b>Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>D.2 Program Objectives</b> Program educational objectives are documented. Program educational objectives fit the mission statement of the educational institution.	<b>Compliant Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>D.3 Course Outlines</b> Course outlines are documented for all courses, including those in program options, are accessible to students. Course outlines include the course ID, title, description, pre-requisites, co-requisites, objective, learning outcomes and grading scheme, required textbooks or other learning materials, instructional delivery modes, scheduled instructional contact hours, credits, relationship of course outcomes to program outcomes, policies and procedures for submitting student work, grade required for successful credit, method of evaluation (assignments, tests, projects) and the date of last revision of the course outline.	<b>Compliant Non-Compliant</b>

<b>Comments</b>	
•	
<b>Best Practices:</b>	
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<b>Opportunities for Improvement:</b>	
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<b>D.4 Transcript and Diploma</b> An accurate and complete transcript is provided to students at the end of each semester. An accurate and complete diploma is provided to students upon completion of the program.	<b>Compliant Non-Compliant</b>
<b>Comments</b>	
•	
<b>Best Practices:</b>	
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<b>Opportunities for Improvement:</b>	
•	
<b>D.5 Scholarship and Bursary Information</b> Scholarships and bursaries are available to applicants applying to and students enrolled in the program. Scholarship and bursary information, including award criteria, application procedure and awarded amounts, is accessible to applicants and students.	<b>Compliant Non-Compliant</b>
<b>Comments</b>	
•	
<b>Best Practices:</b>	

<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>

### Component E. Program Outcomes

Component	Assessment
<b>E.1 Discipline Learning Outcomes</b> The program must substantiate students have reliably demonstrated achievement of the program’s five (5) core discipline learning outcomes, specific to the technician or technologist level. (compliant)	<b>Compliant</b> <b>Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>E.2 General Learning Outcomes</b> The program must substantiate students have reliably demonstrated achievement of all eight (8) general learning outcomes, specific to the technician or technologist level.	<b>Compliant</b> <b>Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	

<b>Opportunities for Improvement:</b>	
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<b>E.3 Technology Reports</b> There is a documented process for the Technology Report which includes when the report topic is selected, how the topic is selected, whether the report is written individually or as a team, the faculty support provided, the timing of progress reports and how and when the report is presented and defended. If the Technology Report is completed as a team, each team member must contribute to each section of the report, the presentation and defense of the report.	<b>Compliant Non-Compliant Not applicable</b>
<b>Comments</b>	
•	
<b>Best Practices:</b>	
•	
<b>Opportunities for Improvement:</b>	
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## Part F: Faculty

Component	Assessment
<b>F.1 Faculty Qualifications</b> Policies are documented for hiring qualified faculty. There is documented evidence that the program follows these policies and procedures, including required academic qualifications, teaching and work experience, professional certifications and professional development.	<b>Compliant Non-Compliant</b>
<b>Comments</b>	
•	

<b>Best Practices:</b>	
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<b>Opportunities for Improvement:</b>	
•	
<b>F.2 Faculty Workload</b> Policies and procedures are documented for faculty teaching workload, preparation and assessment marking, class and lab sizes.	<b>Compliant Non-Compliant</b>
<b>Comments</b>	
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<b>Best Practices:</b>	
•	
<b>Opportunities for Improvement:</b>	
•	

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

Component	Assessment
<b>G.1 Offices, Classrooms and Labs</b> Office and classroom space, lab facilities, meeting rooms for faculty and students, office and lab support staff are sufficient to meet the needs of the students and faculty. (compliant)	<b>Compliant Non-Compliant</b>
<b>Comments</b>	
•	
<b>Best Practices:</b>	

<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>G.2 Maintenance and Upgrade of Facilities</b> Procedures are documented to maintain and upgrade tools, equipment, computing resources and laboratories used by students and faculty. There is documented evidence the procedures are followed.	<b>Compliant Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>G.3 Health and Safety Procedures</b> Health and safety procedures for all facilities are documented and accessible. Procedures for training students and staff in health and safety are documented and accessible. There is documented evidence that student and staff training procedures are followed. Appropriate health and safety warnings are clearly displayed in relevant facilities.	<b>Compliant Non-Compliant</b>
<b>Comments</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Best Practices:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Opportunities for Improvement:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	



<p><b>G.4 Student Research and Library Resources</b>          Library resources are sufficient for students to conduct the required research for course assignments, projects and reports.</p>	<p><b>Compliant Non-Compliant</b></p>
<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Best Practices:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Opportunities for Improvement:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>G.5 Student Academic Resources and Support</b>          Course related resources and faculty support are available to students for coursework, homework, research and lab projects.</p>	<p><b>Compliant Non-Compliant</b></p>
<p><b>Comments</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Best Practices:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Opportunities for Improvement:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>G.6 Student Career Resources and Support</b>          Resources, advisors and other institutional support are available for student career counselling and guidance.</p>	<p><b>Compliant Non-Compliant</b></p>
<p><b>Comments</b></p>	

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**Best Practices:**

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**Opportunities for Improvement:**

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## Site Visit Interviews

### Employer

1. Have you or your company hired graduates and/or co-op students (if applicable) from this program?

2. If no, is there any reason you have NOT hired graduates/co-op students of the program?

3. If yes, how well have the graduates/co-op students performed?

4. What strengths did they have? Technical skills? Soft skills?, Health & safety knowledge?

5. What weaknesses did they have?

6. Will you continue to hire graduates/co-op students from the program when you have positions to fill?

7. What trends in the field or sector should program administrators be aware of?

8. Is there anything else you'd like to share about the faculty, program or institution?

## Program Advisor

1. When you joined the PAC, were you provided with a manual or terms or reference and some other documentation which explained how the PAC operates?

2. Do you feel you have a good knowledge of the program?

3. When was the last time you toured the labs?

4. Do you feel that the meetings are productive? If yes, how so? If no, why?

5. Are faculty receptive to suggestions to improve the program? If yes, can you provide an example.

6. Are the action items, identified in the meeting minutes, followed up on?

7. Does the member composition of the PAC represent the breadth of the industry?

8. What changes to the program (e.g. curriculum, lab facilities) would benefit the students?

9. Is there anything else you'd like to share about the faculty, program or institution?



## Alumni

1. What type of work do you do?

2. Did this program prepare you well for your career? If yes, how so?

3. What are the strengths of this program? Technical skills? Soft skills?, Health & safety knowledge?  
Professionalism/ethics?

4. Was faculty support a contributor to your success in the program? If so, can you provide an example(s).

5. What are the weaknesses of this program?

6. How well do the lab facilities support the program?

7. What changes to the program (e.g. curriculum, lab facilities) would benefit students?

8. Is there anything else you'd like to share about the faculty, program or institution?

## Program Information Session

1. Can you describe the activities you undertake to increase the student retention rate?

**Ask if the program has a work placement program (e.g. co-op, practicum)**

2. Is the work placement program mandatory or optional? If optional, how many students are in the program? What is the % of work placement? How are work placements secured (i.e. faculty, career/co-op department, students)?

3. Describe the connection the program has to industry (e.g. field trips, tours, industry speakers)?

## Student

1. Why did you choose to enroll in this program?

2. Do you feel that your expectations have been met? If so, why? If not, why?

3. What do you consider the strengths of this program? Technical skills? Soft skills?, Health & safety knowledge? Professionalism/ethics?

4. Can you give an example of how a faculty member, including the Chair or Program Coordinator, provided support or assistance?

5. What do you consider the weaknesses of this program?

6. Who is there for you to talk to about academic or non-academic issues? Is this help readily available?

7. How well do the lab facilities support the program?

8. Can you describe the health and safety training you've received?

9. Are course outlines made available to you before each semester? If yes, do they generally reflect what you learn in class? If no, what is the issue?

10. Are the study areas, library resources, online reference materials sufficient?

11. Are you aware of the career resources available to you? Have you used these resources? If so, how was your experience?

12. Are you aware of any bursaries and scholarships available to you? If yes, how did you become aware?



13. Do you have a good idea of the type or roles you can perform in industry and where to find employment (i.e. various industry sectors)?

14. What do you know about your Provincial Professional Association?

15. What would you like to see changed in the program and/or the institution?

16. Is there anything else you'd like to share about the faculty, the program or institution?

## Faculty

1. What year did you start working at the institution? Why did you decide to here?

Name	Year Started Working at Institution	Decision to teach at institution
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. What professional development activities (PD) have you recently participated? How have they helped you provide a better learning experience for your students?

3. Does the institution and/or your program administration support your PD (e.g. available budget, time off)?

4. What training is available to support you as an educator?

5. What would you like to see changed in the program, facilities or the institution?

6. Is the institution supportive of suggested changes to the program?

7. Is there pressure to pass students?

8. Is academic dishonesty (e.g. cheating, plagiarism) an issue at this institution? What is done to deter plagiarism and cheating? (e.g. policy in course outlines, discuss at the beginning of each course/semester).

9. How often do you change assignments, tests, exams?

10. For group work, how are team members selected?

11. Are there any challenges you face as an instructor that you would like to share?

## Program Head

1. Do you have the required resources (e.g. faculty, lab equipment) to operate the program successfully?

2. Are the service courses provided to the program effective?

3. Employers generally indicated soft skills could use improvement. Is the program focused on soft skill development? If so, can you please provide examples how what you're doing?

4. How are students at risk identified? What resources are in place to support such students?

5. Is there a professional development plan for each faculty member?

6. Is the Dean/Academic Chair supportive of changes you wish to make to the program?



7. Once the program is accredited, how will you promote the accreditation?

8. Are there any challenges you face that you would like to share?

## Auditor Declaration

As a member of the Audit Team for the **(insert program name)** accreditation for **(insert educational institution name)**, I have reviewed this Audit Report in detail and agree that it accurately reflects my evaluation of the program with respect to the TAC National Accreditation Components.

<b>Lead Auditor's Name and Signature:</b>		Date:
<b>Auditor's Name and Signature:</b>		Date:
<b>Auditor's Name and Signature:</b>		Date: