

Referred to IARC and SCAD



Queen's University Quality Assurance Processes

QUQAPs

Queen's University

Approved by Senate:

Approved by COU Quality Council:

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1. INTRODUCTION

1.0 Preamble

This document represents *Queen's University Quality Assurance Processes (QUQAPs)* and complies with the *Framework*¹ for quality assurance of all undergraduate and graduate programs offered by Ontario's publicly assisted universities. The *Framework* is a province-wide initiative undertaken by all universities to ensure consistency and cohesion among all programs offered in Ontario.

Queen's University's *QUQAPs* meld current quality assurance practices with *Framework* requirements, ensuring that processes are effective, transparent, and publicly accountable. This document provides a mechanism for academic programs to clearly articulate the quality of their programs, and includes such features as degree level expectations and learning outcomes. The *QUQAPs* also signify Queen's University's firm commitment to cultivating a culture of excellence in education and articulates the quality of a Queen's degree.

1.1 Authorities

The University Senate is the ultimate authority responsible for quality assurance of all Queen's programs. The Provost and Vice-Principal (Academic), with the assistance of the Deputy Provost, have oversight over undergraduate and graduate quality assurance processes. This responsibility is shared with the Vice-Provost and Dean of the School of Graduate Studies (SGS) and the Faculty Deans. Any amendments to the *QUQAPs* are subject to approval by Senate and the Council of Ontario Universities (COU) Quality Council.

1.2 Contact Person

The Provost is the contact person for the COU Quality Council (QC).

1.3 Overview of the Quality Assurance Framework

All programs offered by Queen's University for which a degree is conferred or a Senate approved certificate or diploma awarded are subject to evaluation under the *QUQAPs*. This includes programs offered by federated or affiliated institutions, as well as those offered in collaboration or in partnership with other universities or other institutions of higher learning. The Quality Assurance Framework has four components:

- **Protocols for New Program Approvals** apply to both new undergraduate and graduate programs which are reviewed by the QC Appraisal Committee. This committee has the authority to approve or decline new program proposals.
- **Protocols for Expedited Approvals** apply in situations where major substantive changes are made to existing and previously approved programs, or the introduction of a new

¹ The *Quality Assurance Framework* was designed by the Ontario Council of Academic Vice-Presidents (OCAV) and adopted by the Council of Ontario Universities (COU) in April 2010.

collaborative, combined or dual program, or graduate diploma. Expedited approvals do not require external consultants.

- **Protocols for the Cyclical Review of Existing Programs** apply to existing undergraduate and graduate programs and for-credit graduate diploma programs, and focuses on ensuring that all academic activities contribute to and are consistent with the mission of the University. When possible, undergraduate and graduate program reviews will be conducted concurrently, and if appropriate, will be scheduled to coincide with external accreditations.
- **Protocol for the Audit Process** applies to an audit of Queen’s own QUQAPs for the cyclical review of existing programs, as ratified by the Quality Council (QC). The QC has the authority to approve or not approve the auditors’ report.

1.4 Acronyms

COU	Council of Ontario Universities
CPRs	Cyclical Program Reviews
FIPPA	Freedom of Information and Protection of Privacy Act
GDLEs	Graduate Degree Level Expectations
GSEC	Graduate Studies Executive Council
MTCU	Ministry of Training, Colleges and Universities
OCAV	Ontario Council of Academic Vice-Presidents
QC	Quality Council
QUQAPs	Queen’s Quality Assurance Processes
SCAD	Senate Committee on Academic Development
SGS	School of Graduate Studies
UDLEs	University Undergraduate Degree Level Expectations

1.5 Definitions and Level of Approvals

Below are a number of helpful definitions. In addition, the levels of approval required for new programs and changes to existing programs are summarized in Chart 1 at the end of this Section (page 7).

Program A program is a coherent whole composed of a set of articulated and integrated courses or other learning activities considered mandatory for obtaining a particular degree.

New Program A new program is a coherent set of academic requirements leading towards a degree or diploma approved by the Queen’s University Senate that has not been previously approved by the QC, its predecessor, or undergone any other approval process by the appropriate body or bodies. The approval process for new programs requires external consultants. A change of program name or degree designation only does not constitute a new program.

Minor Modifications Minor modifications are defined as small changes to a program for clarification purposes or to offer greater detail; these do not change the essence of a program or the learning expectations. Minor modifications do not, by and large, change the essential nature of the purpose of a program nor do they require a review by external consultants or Senate approval. Minor modifications for undergraduate programs are approved by their respective faculty boards and/or curriculum committees. Minor modifications to graduate programs are

approved by the relevant Faculty Graduate Council/Committee(s) and Faculty Board(s) and then Graduate Studies Executive Council (GSEC).

Minor modifications include, but are not limited to changes to:

- Descriptions of a program or course;
- Course prerequisites;
- List of compulsory and optional courses;
- Renaming a field in a graduate program or the addition of a new field without major changes to the program.

Major Modifications A major modification to a program is defined as changes that have had substantial effect in altering the program. To be considered a major modification, a proposed change must modify the program's conceptual or structural foundations as they were approved by Senate. The process does not require a review by external consultants. Major modifications include significant changes to:

- Admission and graduation requirements;
- Learning expectations;
- Program structure (e.g. a substantive change in 40% or more of the required workload of the program);
- Professorial resources required for program delivery;
- Significant program delivery methods (e.g. different campus, online, inter-institutional collaborations, etc.); and
- All other resources required to offer the program.

Expedited Approvals The Expedited Approval process requires the University to submit a modified Proposal Brief to the QC outlining the proposal and rationale for it. The process does not require external consultants. Situations where the University may implement an Expedited Approval process include:

- Proposal for a new collaborative, combined or dual program;
- Proposal for a new for-credit graduate diploma; or
- Major modifications to existing programs.

Arm's Length To be at "arm's length" from the program(s) under evaluation means no family ties, partnership links, supervisory relations or other types of relationships with individuals in the program(s) under review. There is a conflict of interest when a proposed external reviewer/consultant:

- Has collaborated or published with a member or members of the academic program being evaluated within the past seven (7) years;
- Has an administrative or family link with a member of the academic program being evaluated;
- Within the last seven (7) years, is a former research supervisor, graduate student or postdoctoral trainee of one of the members of the academic unit being evaluated;
- Is involved in a dispute with a member of the academic program being evaluated.

CHART 1

Approval Level Required for New Programs and Changes to Existing Programs

Program Type	Senate	External Consultants	Quality Council Approval
New Programs	Yes	Yes	Yes
Major Modifications	Yes	No	Yes*
Minor Modifications	Yes**	No	No
Graduate Collaborative Program	Yes	No	Yes*
Graduate Joint Program	Yes	Yes	Yes***
Graduate Diploma	Yes	No	Yes*
Graduate Dual Degree Program	Yes	No	Yes*
Combined Programs	Yes	No	Yes*
Undergraduate Joint Program	Yes	No	Yes*
Undergraduate Collaborative Program	Yes	No	Yes*
Certificate	Yes	No	No
Undergraduate Diploma	Yes	No	No

*Follows Expedited Approval process defined by the QC.

** Most minor modifications do not require Senate approval. One exception is amendments to degree names, departmental names and/or program names.

*** There are two structures of Joint Programs which differ in their requirements for approval and external consultants. See template for details [template to follow]

2. NEW PROGRAM APPROVALS

2.0 Preamble

Proposals for all new programs, regardless of whether or not the University will be applying for provincial funding, require internal approval by the Queen's Senate and must also be appraised by the QC Appraisal Committee. On the basis of their appraisal, the QC will decide whether to approve or reject the proposals. New collaborative programs should be processed through the Expedited Approval processes [described in Section 3, page 16, below].

2.1 Institutional Process

2.1.1 Identify Steps

Institutional steps required to develop and approve a new program are illustrated in Chart 2 and Chart 3 located at the end of this section (pages 14-15).

2.1.2 Evaluation Criteria

New program proposals will be evaluated with respect to the criteria specified in Section 2.2 below (page 9-11).

2.1.3 Program Proposal Brief

Academic units must prepare a pre-approval proposal form [template to follow] which in the case of multi-departmental Faculties or Schools, must be reviewed and approved by the Dean/Director(s) of that unit(s). The Dean/Director(s) may, at his/her discretion, submit such a proposal to the appropriate sub-committee (e.g. curriculum committee, Graduate Council) of that unit's Faculty Board, for review, comment and/or preliminary approval. The proposal will then be considered for preliminary approval by the Provost for new undergraduate programs and by the Provost and GSEC for new graduate programs. If the pre-approval proposal is approved in principle, the academic unit(s) will be required to complete a Program Proposal Brief and proceed with the internal approval process [template to follow].

2.1.4 External Consultants

All Program Proposal Briefs for new programs will be subject to review by external consultants. On the basis of their expertise and suitability, external consultants will be chosen by the Deputy Provost and where a graduate program is involved, with the Vice-Provost and Dean of the SGS. At least two consultants for a new graduate program will be required and at least one for a new undergraduate program. External review of new graduate program proposals must include an on-site visit. External review of new undergraduate program proposals will normally be conducted on-site, but may be conducted by desk audit, video-conference or an equivalent method if the external consultant(s) and the Provost are satisfied that the off-site option is acceptable. [template to follow]

Consultants will normally be associate or full professors, preferably with some program management experience, and must be at "arm's length" from the program under review.

2.1.5 External Consultants' Report

The consultants will normally provide a joint report that appraises the standards and quality of the proposed program and addresses the criteria set out in Section 2.2, except on occasions when two languages are used or when contrary circumstances apply. They will also be invited to acknowledge any clearly innovative aspects of the proposed program. Reports are to be submitted to the Office of the Provost and Vice-Principal (Academic) within two (2) weeks of the visit. [template to follow]

2.1.6 Institutional Approval

The Senate Committee on Academic Development (SCAD) will review the proposal against the criteria outlined in Section 2.2 below and, if it meets the University's quality assurance standards, will recommend the program to Senate for approval.

2.1.7 Quality Council Secretariat

Following Senate approval, the Program Brief and additional documentation will be submitted to the QC from the Office of the Provost and Vice-Principal (Academic). The submission to the QC will include responses to the external consultants' report from the Head(s) of the Academic Unit(s) and the relevant Dean(s).

2.1.8 Announcement of New Programs

Following its submission to the QC, the University may announce its intention to offer the new program, provided that clear indications are given that approval by the QC is pending and that no applications will be accepted until the program is approved by the QC.

2.2 Evaluation Criteria

Prior to submitting a Program Proposal Brief to the QC for appraisal, the University Senate will evaluate any new graduate and undergraduate programs against the following criteria:

2.2.1 Objectives

- a) Consistency of the program with Queen's mission, values and academic plans;
- b) Clarity and appropriateness of the program's requirements and associated learning outcomes mapped to the program to address Queen's undergraduate or graduate degree level expectations (examples of which are outlined in the UUDLEs and GDLEs in Appendix 1);
- c) Appropriateness of degree nomenclature.

2.2.2 Admission requirements

- a) Appropriateness of the program's admission requirements for the learning expectations established for the program;
- b) Sufficient explanation of alternative requirements, if any, over and above the advertised minimum standards of the Faculty/School(s) or SGS.

2.2.3 Structure

- a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree level expectations;
- b) For graduate programs, a clear rationale for program length that illustrates that the program requirements can be reasonably completed within the proposed time period [not to exceed twenty-four (24) months for Master programs, forty-eight (48) months for Ph.D.].

2.2.4 Program Content

- a) How the curriculum addresses the current state of the discipline or field of study;
- b) Identification of any unique curriculum or program innovations or creative components;
- c) How the Program educates the students on the importance and role of academic integrity .

2.2.5 Mode of Delivery

Appropriateness of the proposed mode(s) of delivery to meet the intended program learning outcomes and the degree level expectations, including its ability to meet accessibility requirements.

2.2.6 Assessment of Teaching and Learning

- a) Appropriateness of the proposed methods for the assessment of student achievement in the intended program learning outcomes and degree level expectations;
- b) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the OCAV's statement of its degree level expectations. [Appendix 1]

2.2.7 Resources for All Programs

- a) Adequacy of the academic unit's planned use of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the unit's program(s);
- b) Participation of a sufficient number and quality of faculty and other instructors who are competent to teach and/or supervise in the program (e.g. if a new field is identified for a new graduate program ensuring that there is a minimum number of faculty with the necessary expertise to teach/supervise the program);
- c) Evidence that faculty have the current research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;
- d) Where appropriate to the program, evidence that financial assistance for students will be sufficient;
- e) Evidence of student demand for the program;
- f) Explanation of how the program will fulfill societal need;
- g) Evidence that students have access to suitable teaching space and workspace;
- h) For professional programs, evidence that it is congruent with the regulatory requirements of the profession;
- i) Evidence of adequate resources to sustain the quality of scholarship produced by undergraduate students, graduate students and postdoctoral scholarship and research activities including, but not limited to: library support, information technology support, and laboratory facilities and access;
- j) Planned/anticipated class sizes.

2.2.8 Additional Information for Undergraduate Programs

Evidence of the planning for adequate numbers and quality of:

- a) Plans and the commitment to provide the necessary resources in step with the implementation of the program;
- b) Provision of supervision of experiential learning opportunities (if required); and
- c) The role(s) of adjunct and part-time faculty and other instructors.

2.2.9 Additional Information for Graduate Programs

- a) Evidence of supervisory capacity (in each field if fields are identified) and the academic and/or professional qualifications and appointment status of faculty who will provide instruction and supervision;
- b) For research-focused graduate programs, clear indication of the nature and appropriateness of the major research requirements for degree completion;
- c) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses;

2.2.10 Equity and Accessibility

Where the following has not already been addressed under other headings, how the Program has addressed equity considerations, including (but not limited to) issues of particular concern for the groups identified in the University's various Equity programs.

2.2.11 Quality and Other Indicators

- a) Definition and use of indicators that provide evidence of quality of the faculty (e.g. qualifications, teaching effectiveness, research impact, innovation and scholarly record; appropriateness of collective faculty expertise to contribute to substantively to the proposed program);
- b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

2.3 Appraisal Process

2.3.1 Quality Council Secretariat Check

Program Proposal Briefs and associated reports as well as internal responses to them will be checked by the QC Secretariat for completion. The Secretariat will return program proposal briefs that are incomplete or defective of substance for revision or amendment and resubmission. Otherwise the Program Proposal Brief and accompanying documents will be forwarded directly to the QC Appraisal Committee.

2.3.2 QC Appraisal Committee Review and Recommendations

After careful review of a complete file, the QC Appraisal Committee will make one of the following recommendations:

- a) Approval to commence;
- b) Approval to commence, *with report*²;
- c) Deferral for up to one (1) year during which time the University may address identified issues and report back; or
- d) Approval denied.

The QC Appraisal Committee reserves the right to seek further information from Queen's University, in which case it will provide reasons for its request. This may include further input from an external expert, either through a desk audit or a site visit.

² This typically refers to some provision or facility not currently in place but planned for later implementation, often two or three years in the future. The *with report* condition implies no lack of quality in the program at this point, does not hold up the implementation of the new program and is not subject to public reference, whether on the web or elsewhere.

Normally, the QC Appraisal Committee will make its recommendation within forty-five (45) days of receipt of the submission of the Program Proposal Brief, provided that the submission is complete and in good order, and that no further information or external expert advice is required. If additional information is required by the QC Appraisal Committee, a recommendation to the QC will be made within a further thirty (30) days of its receipt.

2.3.3 Consult/Appeal to Quality Council Appraisal Committee

When the recommendation is one of b), c) or d) in Section 2.3.2 above, the University within sixty (60) days, can make an appeal to, or request a meeting with, the QC Appraisal Committee for reconsideration. Normally, grounds for seeking reconsideration include:

- o New information will be provided; or
- o There are errors of fact in the QC Appraisal Committee's commentary; or
- o There were procedural errors.

Following such communication, the QC Appraisal Committee will revisit the program brief and may revise its assessment. The QC Appraisal Committee will then make its final recommendation to the QC.

2.3.4 Appeal to Quality Council

The QC will make one of the following decisions once it has received and considered the QC Appraisal Committee's final assessment and recommendation; any additional comments from Queen's on the assessment; and, after having heard any requested appeal from Queen's on matters of fact or procedure, :

- a) Approved to commence;
- b) Approved to commence, *with report*;
- c) Deferred for up to one (1) year, affording Queen's an opportunity to amend and resubmit its proposal brief; or
- d) Approval denied.

If the QC decides to defer for up to one (1) year, the QC Appraisal Committee will suspend its assessment process until Queen's University has resubmitted its Program Brief. If the QC Appraisal Committee has not received a response within the one-year period, the proposal is considered to be withdrawn.

2.3.5 Quality Council Report

The QC will communicate its decisions via the Office of the Provost and Vice-Principal (Academic) and report it for information to OCAV and MTCU. The QC and Queen's University will post "approved to commence" decisions on their respective websites along with a brief description of the new program. Only at this point may applications be accepted to the new program. The Office of the Provost will be responsible for notifying the appropriate units including the Office of the University Registrar, the Library and the relevant faculty/school offices.

2.3.6 Waiting Period Before Resubmission

Normally, resubmissions will not be accepted before one (1) year has elapsed from the date the QC declines a new program proposal brief.

2.3.7 Subsequent “with report” Appraisal

If the QC Appraisal Committee recommends approval to commence a new program *with report*, it will review subsequent reports, conduct consultation if required and make one of the following recommendations to the QC:

- a) The program be approved to continue without condition;
- b) The program may continue accepting admissions but the QC requires additional follow-up and report within a specified period, prior to the conduct of the initial cyclical review. Upon receipt of said report, the process moves on to Section 2.3.8;
- c) The program is required to suspend admissions for a minimum of two (2) years. The QC will specify the conditions to be met in the interim before admissions to the program may resume;
- d) Queen’s may appeal to the QC on the grounds that:
 - o New information will be provided; or
 - o There are errors of fact in the QC Appraisal Committee’s commentary; or
 - o There were procedural errors.

2.3.8 Quality Council Hears *with report* Appeals

Having received and considered the QC Appraisal Committee’s recommendation, and Queen’s appeal, if any, the QC may decide:

- a) To approve the program without condition; or
- b) To approve the program continuing admissions with a further report; or
- c) To require the program to suspend admissions for a minimum of two (2) years. This decision by the QC is final. The QC will convey its decision to Queen’s and report its findings to OCAV and MTCU for information.

2.3.9 Implementation Window and First Cyclical Review

New programs must commence within thirty-six (36) months of the approval date by the QC; otherwise the approval will lapse. The first cyclical review for any new program will normally be conducted no more than eight (8) years after the date of the program’s initial enrolment and normally in accordance with the University’s Cyclical Program Review (CPR) schedule [Appendix 2 – draft to follow].

2.3.10 Monitoring of New Programs

Within five (5) years of commencement new programs will be jointly assessed by the Dean(s) and Unit Head(s), with summaries being submitted to the Provost and Vice-Principal (Academic) and to Senate for information.

2.3.11 Annual Report to the Quality Council

All new programs and changes to existing programs that were approved by the Senate will be included in an Annual Report to the QC which will be submitted by the Office of the Provost and Vice-Principal (Academic).

CHART 2

Approval Process for a New Undergraduate Program Proposal

Preparation of pre-approval proposal form by Academic Unit(s)



Approval of new program in principle by Provost



Development of full Proposal Brief by Academic Unit(s)



Approval by Faculty Board(s)



External review



Internal response



Submission to Senate by Faculty Board(s)



Approval by Senate Committee on Academic Development (SCAD)



Approval by Senate



Submission by Provost Office to Quality Council
for approval



Ministry of Training, Colleges and Universities (MTCU)
for funding purposes



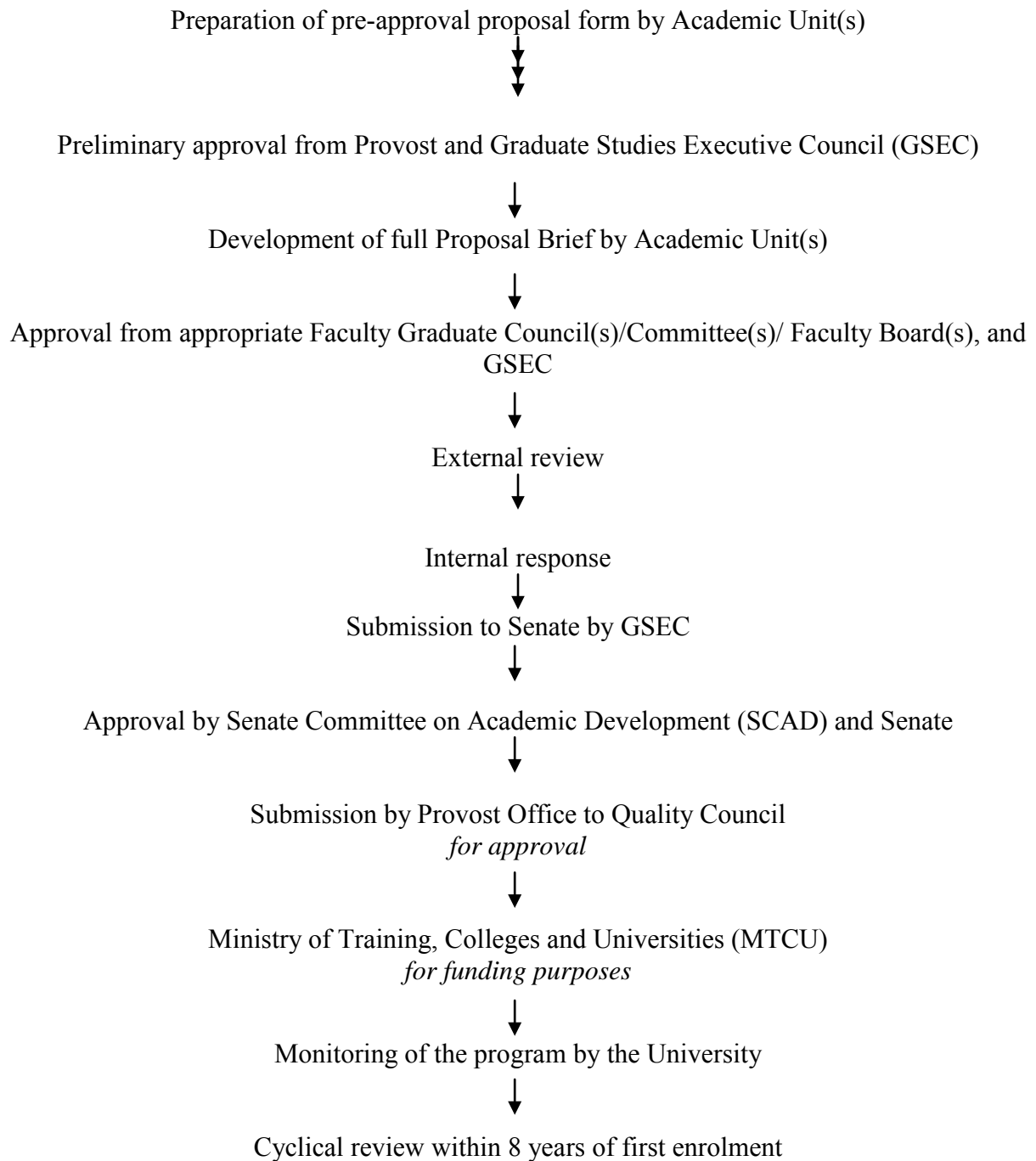
Monitoring of the program by the University



Cyclical review within 8 years of first enrolment

CHART 3

Approval Process for a New Graduate Program Proposal



3. EXPEDITED APPROVALS

3.0 Preamble

The process for Expedited Approvals will apply when;

- a) There is a proposal for a new undergraduate or graduate collaborative program;
- b) There is a proposal for a new graduate for-credit diploma, combined program or dual degree program; or
- c) There is a proposal for major modifications to an existing degree program or program of specialization. [Major modifications to programs are defined below]

The Expedited Approval process does not require external consultants. Institutional steps required for expedited approvals for existing undergraduate and graduate programs, or new collaborative programs are illustrated in Charts 4 and 5 (pages 17-18). Academic units must prepare a pre-approval proposal form [template to follow] which will be considered by the Provost for undergraduate programs and by the Provost, in consultation with GSEC, for graduate programs. If the pre-approval proposal is approved in principle, the academic unit(s) will develop a Program Proposal Brief [template to follow].

The process for Expedited Approvals does not apply when changes to a program are considered minor [described in Section 3.5 below, page 19].

3.1 Program Proposal Brief for Expedited Approvals

The Program Proposal Brief for Expedited Approvals will describe the new program or the significant changes being proposed (including, as appropriate, reference to learning outcomes, faculty and resources), provide a brief account of the rationale for the changes, and address the following evaluation criteria (where applicable):

- Objectives;
- Admission requirements;
- Structure;
- Program content;
- Mode of delivery;
- Assessment of teaching and learning;
- Resources for all programs;
- Resources for graduate programs only;
- Resources for undergraduate programs only; and
- Quality and other indicators.

3.2 Expedited Approval Process

The Senate Office will refer Program Proposal Briefs to the Senate Committee on Academic Development (SCAD) for a recommendation to Senate. Once Senate approval has been obtained, the proposal brief will be submitted, by the Provost, to the QC Appraisal Committee for consideration. The QC Appraisal Committee will decide:

- a) That the University can proceed with the proposed changes/new programs; or
- b) That further consultation with the University is needed.

Within forty-five (45) days of receipt of a final and complete submission, the Executive Director of the QC will report the outcomes of the Expedited Approval Process to the Provost and to the QC.

3.3 Major Modifications to Existing Programs

Major Modifications to existing programs include one or more of the following program changes:

- a) The requirements for the program differ significantly from those existing at the time of the previous cyclical review;
- b) There are significant changes to the learning outcomes;
- c) There are significant changes to the faculty engaged in delivering the program and/or to the essential physical resources, including but not limited to changes to the existing mode(s) of delivery (e.g. different campus, online, inter-institutional collaborations, etc.).

3.4 Annual Report to the Quality Council

All major modifications to existing programs and new collaborative programs that were approved by the Senate and minor modifications approved by GSEC or Faculty Boards/Curriculum Committees will be included in an Annual Report to the QC submitted by the Office of the Provost and Vice-Principal (Academic).

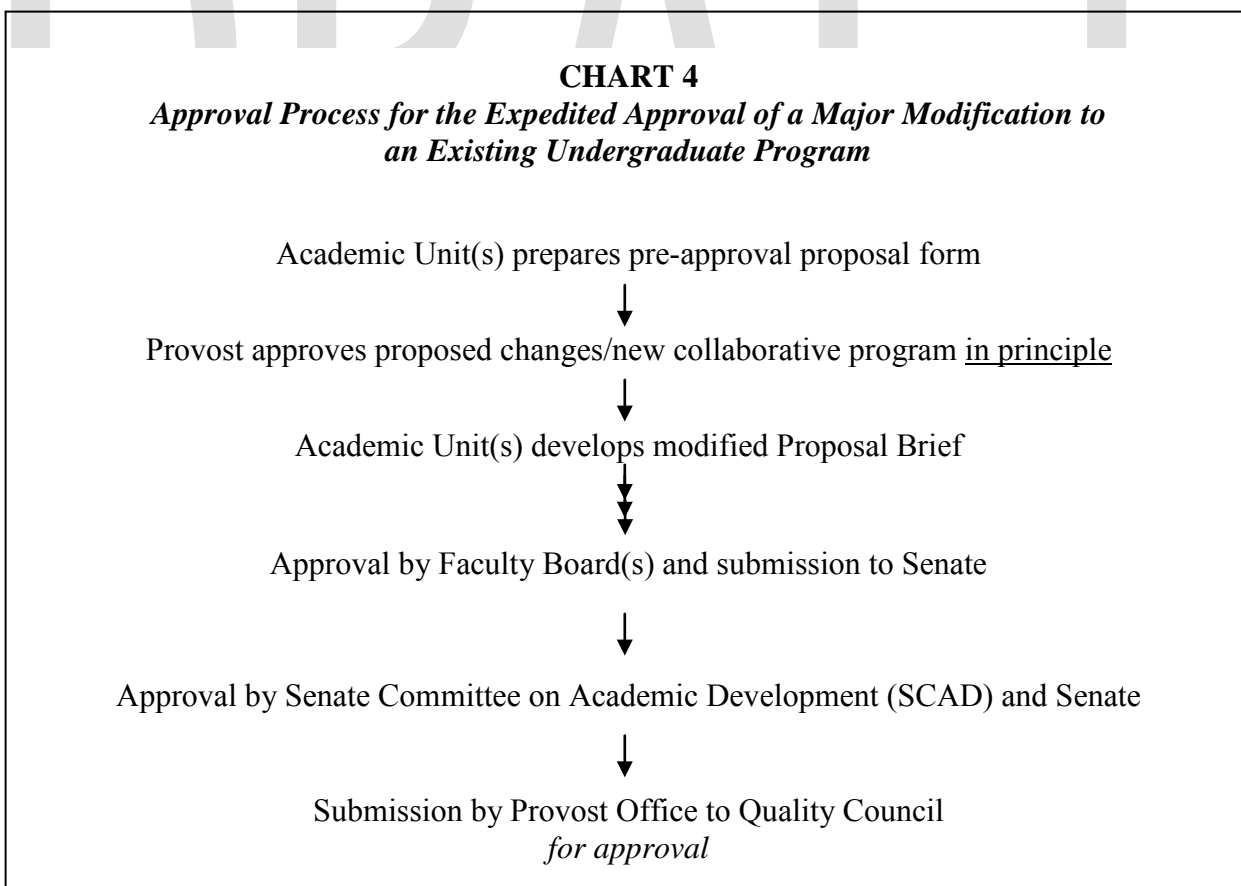
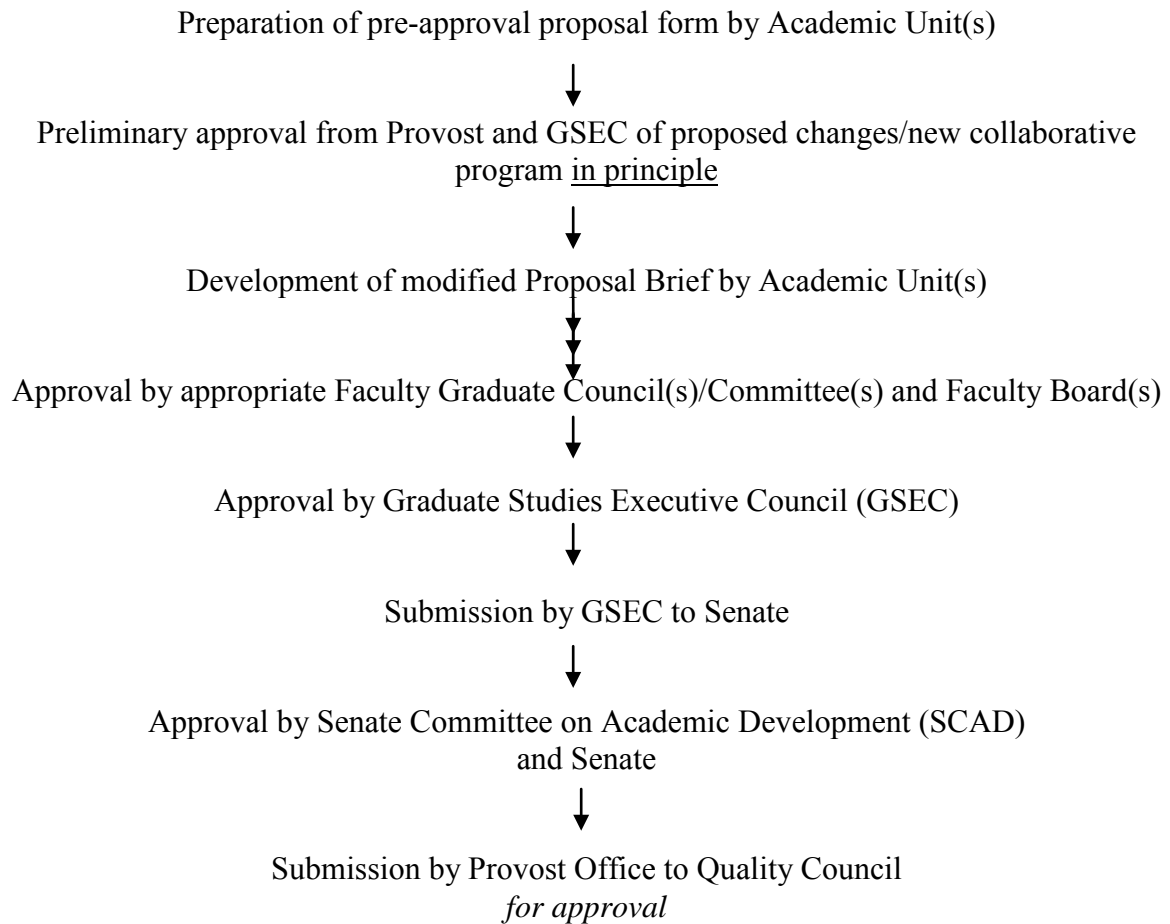


CHART 5

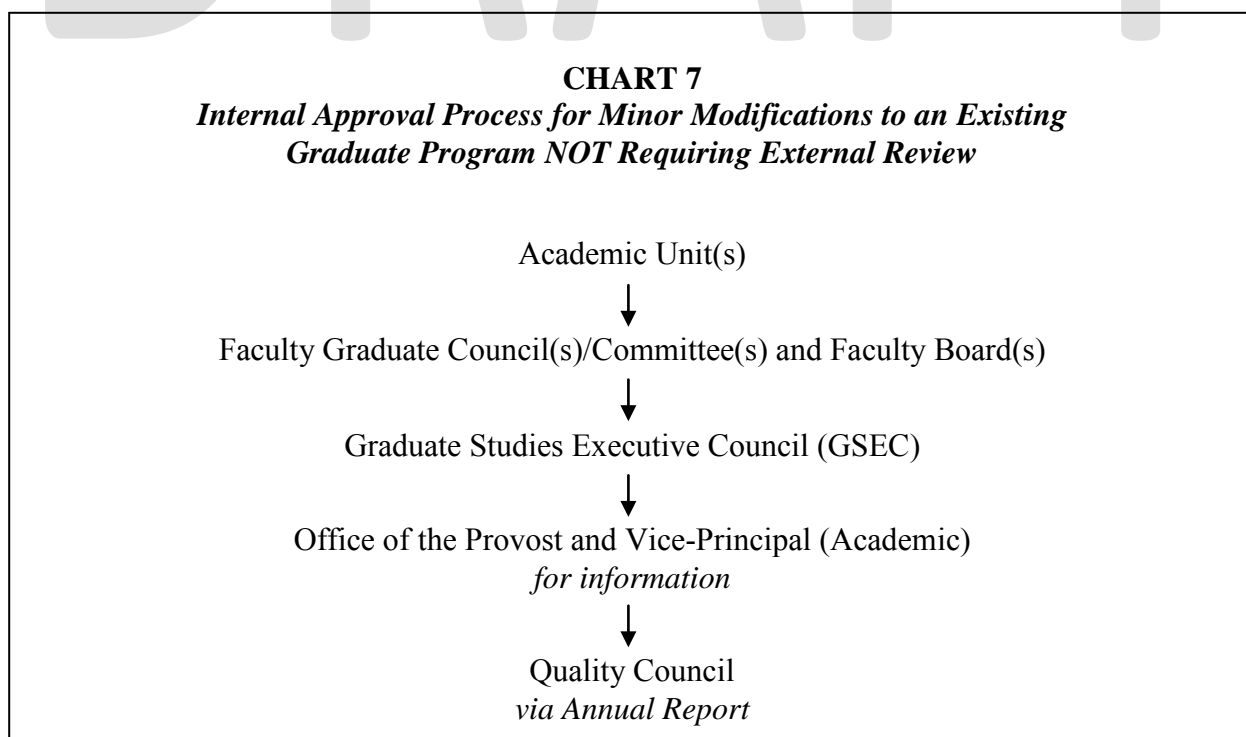
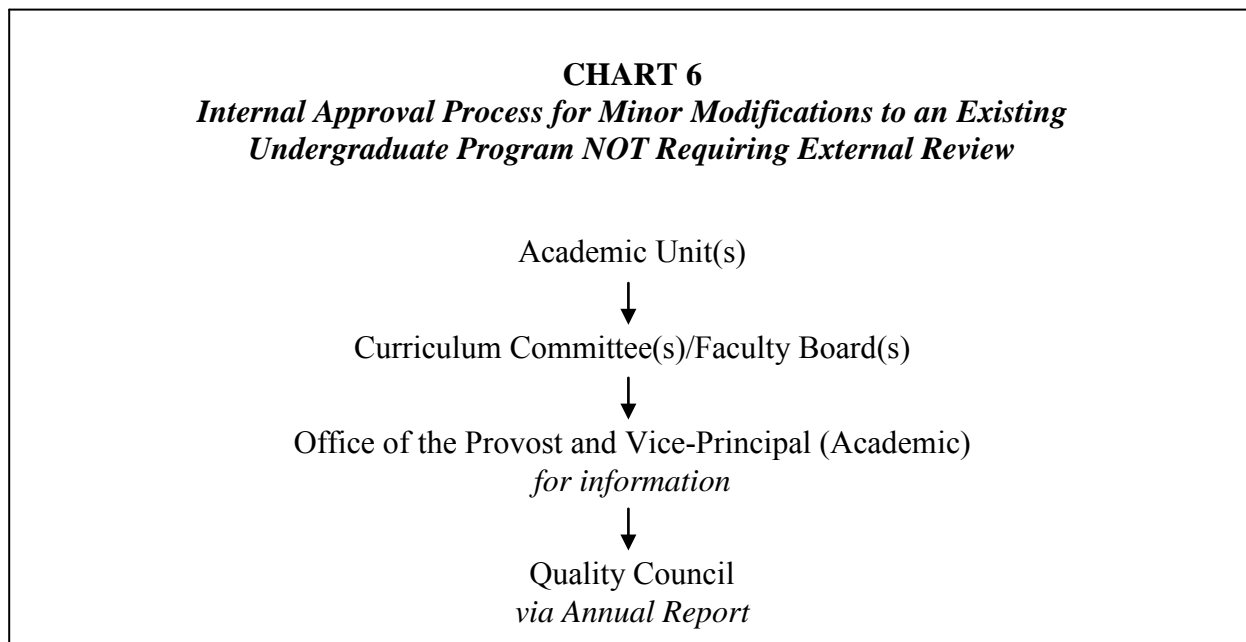
***Approval Process for the Expedited Approval of a Major Modification to
an Existing or New Collaborative Graduate Program***



3.5 Minor Modifications to Existing Programs

Minor Modifications to existing programs do not change the essence or nature of a program or the expected learning outcomes and in most cases do not require Senate approval. Minor modifications for undergraduate programs are approved by their respective faculty boards and/or curriculum committees. Minor modifications to graduate programs are approved by the GSEC. As is current practice, amendments to degree names, departmental names and/or program names will continue to be reviewed by SCAD and approved by Senate.

Institutional steps required for minor modifications to existing undergraduate and graduate programs are illustrated in Charts 6 and 7, below.



4. CYCLICAL PROGRAM REVIEWS

4.0 Preamble

Queen's *QUQAPs* for the conduct of Cyclical Program Reviews (CPRs) consist of five major components:

- a. The Unit Self-Study;
- b. External evaluation (peer review) including site visits;
- c. Internal responses from the Unit Head(s) and appropriate Dean(s);
- d. Analysis of program review reports by the Senate CPR Committee; and
- e. Provost's recommendations and plans to implement, monitor and follow-up on those recommendations.

The institutional steps required for CPRs are illustrated in Chart 8 (page 27) at the end of this Section. An orientation session for internal stakeholders involved in the CPR will be organized by the Office of the Provost.

4.1 Schedule of Reviews

A schedule of CPRs, not exceeding eight (8) years between reviews, of Queen's University's full complement of programs is attached (Appendix 2 – draft to follow). When possible, undergraduate and graduate programs will be reviewed concurrently and if appropriate, will be scheduled to coincide with external accreditations. The schedule for CPRs includes all collaborative, joint, multi-disciplinary, interdisciplinary, multi-sited and inter-institutional programs and all modes of delivery. Where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed must be clearly identified.

Reviews of collaborative/joint/interdisciplinary programs leading to a degree follow the same protocols as those for single disciplinary programs (described below). Review of interdisciplinary collaborative programs may be undertaken, where appropriate, in combination with the review of the larger degree program.

Joint graduate programs that involve more than one institution will identify a lead institution to prepare the self-study document, consulting and obtaining relevant input from all participating institutions.

4.2 Protocol for Cyclical Program Reviews

The Provost and Vice-Principal (Academic) is responsible for the CPRs and reporting their outcomes to the Quality Council.

4.2.1 Unit(s) Self-Study

The self-study will be a broad-based, reflective, critical and forward-looking analysis of the program that is the outcome of active involvement of and consultation among the faculty, staff and students in the unit(s); and it will employ data that are standardized across units and that is deemed authoritative by Senate, thus ensuring its integrity [template to follow].

The self-study document will address:

- Objectives of the program;

- Program regulations;
- Consistency of the program's learning outcomes with the University's mission and degree level expectations (see Appendix 1, page 29), and how its graduates achieve those outcomes;
- Fields in the program (if applicable);
- Special matters and innovative features;
- Program-related data and measures of performance, including applicable provincial, national and professional standards and benchmarks (where available) and internal and external research funding;
- Financial support for graduate students (where applicable);
- Review criteria and quality indicators identified in Section 4.3;
- Concerns raised and recommendations made in most recent reviews;
- Areas identified through the conduct of the self-study that require improvement;
- Areas that hold promise for enhancement;
- Academic services that directly contribute to the academic quality of the program, including library support;
- Enrolments, graduations and withdrawals;
- Employment;
- Publications if program involves graduate studies;
- Ways in which equity is integrated into all aspects of the academic processes;
- Ways in which academic integrity is integrated into all aspects of the academic processes;
- Explanation of how faculty, staff, students and post-doctoral fellows where appropriate, participated in the self-study and how their views were obtained and considered.

If appropriate, input of others deemed to be relevant and useful, [e.g. graduates of the program, representatives of industry, the professions, practical training programs, and employers] may also be solicited. The Provost and Vice-Principal (Academic) and the Vice-Provost and Dean of the SGS, as appropriate, will review and approve the Self-Study report to ensure that it meets the criteria listed above.

4.2.2 Evaluation

The external evaluation is to provide an informed, impartial, and critical assessment of the quality of an academic program from the perspective of an objective arms-length outside observer(s) (for definition of "arm's length" see Section 1.5). Normally, the evaluation will be conducted by a Review Team composed of at least:

- For an undergraduate program, one external reviewer and one additional reviewer;
- For an graduate program, two external reviewers qualified by discipline and experience and one additional reviewer;
- For a concurrent review of undergraduate and graduate programs, two external reviewers and one additional reviewer;
- For all reviews, the additional reviewer can be either from within the University but outside the discipline (or interdisciplinary group) engaged in the program, or external to the University.

The Provost may invite discretionary members to the Review Team if the circumstances warrant. Additional members, from academia, industry or other professions, must be appropriately qualified and experienced people.

If the CPR encompasses both undergraduate and graduate programs, attempts will be made to ensure that at least one of the external reviewers is from outside the province of Ontario. If the program is undergoing a successive CPR, at least one of the external reviewers must not have participated in a previous cyclical review of that unit or program.

All members of the Review Team will be at “arm’s length” from the Program under review. Potential conflict of interest situations include, but are not limited to, family ties, partnership links, supervisory relations or other types of relationships with individuals in the program(s) under review. None of these relationships need, of itself, eliminate a potential reviewer; however, possible conflicts must be identified before appointment of an individual external reviewer. In case of uncertainty, academic units are encouraged to consult with the Office of the Provost and/or the SGS as appropriate.

Reviewers will normally be associate or full professors, active and respected in their field, preferably with some program management experience, and must be at “arm’s length” from the program under review.

The Deputy Provost, in consultation with the Vice-Provost and Dean of the SGS (as appropriate), is responsible for appointing the Review Team as follows:

- The number of required reviewers is determined;
- A rank ordered list of eight (8) recommendations for external reviewers, and a rank ordered list of four (4) recommendations for internal reviewers, each with a brief biographical summary, is solicited from the Faculty Dean(s). Any potential conflicts of interest will be identified. In departmentalized faculties the Faculty Dean(s) solicits these recommendations from the academic unit(s) involved and approves the list before it is forwarded to the Deputy Provost [template to follow];
- At least one of the reviewers will normally be chosen from the Unit’s list;
- An agreement about the reviewers is obtained between the Deputy Provost and the Faculty Office(s) and/or the Vice-Provost and Dean of SGS (as appropriate).

4.2.3 Role of the Provost/Deputy Provost

It is the responsibility of the Provost/Deputy Provost to ensure that the Review Team will:

- a) Understand its role and obligations;
- b) Identify and commend the program’s notably strong and creative attributes;
- c) Describe the program’s respective strengths, areas for improvement, and opportunities for enhancement;
- d) Recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action;
- e) Recognize the University’s autonomy to determine priorities for funding, space, and faculty allocation;
- f) Respect the confidentiality required for all aspects of the review process.

These expectations will be conveyed to the Review Team in written instructions and face-to-face meetings with the relevant Dean(s), the Deputy Provost, Vice-Provost and Dean of the SGS and/or the Provost. In addition to the Self Study, the Provost will determine if any additional information is needed by the Review Team. Additional information may include (but are not limited to) submissions from graduates of the program, representatives of industry, the professions, employers and professional associations.

4.2.4 Site Visit

A site visit, normally for two (2) full days, will be arranged by the relevant Faculty office(s) and/or the SGS, as appropriate, so the Review Team can examine the physical facilities and conduct interviews with students, staff, faculty and others who can most appropriately provide informed comments. Wherever possible, the external reviewers should visit the campus together.

The Review Team is not invited to participate in academic or social events other than as required by their duty as reviewers.

The Faculty Office(s) and the SGS, if appropriate, will consult with members of the Unit(s) under review and with assistance from the Provost's Office, arrange for meetings between the reviewers and appropriate individuals such as the following:

- Provost and Vice-Principal (Academic) or delegate;
- Dean or delegate of the SGS (as applicable);
- Dean or delegate of the faculty(s) (as applicable);
- Unit head(s);
- Unit(s) faculty members;
- Faculty member representatives from cognate units (if applicable);
- Undergraduate students, graduate students and post-doctoral fellows (as appropriate) of the unit(s);
- Staff members of the unit(s);
- Librarian or delegate associated with the unit(s) and ITS as applicable;
- Relevant members of the external community (if applicable).

The Review Team members will be free to seek information from other sources, and in particular, to suggest other individuals and groups with whom to meet during the site visit.

4.2.5 Review Team's Report

The Review Team's evaluation and report(s) is submitted to the Office of the Provost, via the Faculty Dean(s), and the SGS, if appropriate, within one (1) month subsequent to the site visit. Preferably, one joint report will be submitted.

The Review Team's report will be circulated to the SGS (if appropriate), the relevant dean(s) and the unit head(s) responsible for the program under review by the Office of the Provost. The dean(s) and unit head(s) are required to jointly submit a report that responds to each of the following:

- The plans and recommendations proposed in the unit self-study report;
- The recommendations advanced by the Review Team; and
- The internal response to the Review Team's report(s).

This internal response will also describe:

- Any changes in organization, policy or governance that would be necessary to meet the recommendations;
- The resources, financial and otherwise, that would be necessary in supporting the implementation of selected recommendations; and
- A proposed timeline for the implementation of any of those recommendations.

4.2.6 University Perspective and Report

The internal responses, along with the Review Team's report will be sent by the Office of the Provost to the Senate CPR Committee which is elected by the Senate. The Senate CPR Committee will prepare and submit a report to the Provost on each program under review. The report will:

- Identify significant strengths of the program;
- Identify opportunities for program improvement and enhancement; and
- Make recommendations.

The Provost will consider the Senate CPR Committee's report and write a Final Assessment Report, setting out and prioritizing recommendations for implementation. Responsibility for making final recommendations rests with the Provost. The Final Assessment Report may include a confidential section where human resources issues are addressed.

The Provost will also prepare an executive summary of his/her report (excluding any confidential information) and may submit it to the Senate for information. The executive summary will also be submitted to the QC for approval and once obtained, published widely on the University's website.

The Provost, in conjunction with the Vice-Provost and Dean of the SGS, as applicable, and the Faculty Deans, will be responsible for monitoring the implementation of the recommendations. The Annual Report sent to the QC will also be sent to Senate for information.

The Provost, in consultation with the Senate CPR Committee and the Faculty Deans (within the guidelines of the FIPPA), will determine to what extent the public will have access to:

- The information made available for the self-study;
- The Self-Study report;
- The report of the Review Team; and
- Specified internal responses to the report of the Review Team.

4.2.7 Accreditation Reviews

As mentioned previously, CPRs may be scheduled in conjunction with an accreditation review if desired by the Unit(s) and approved by the Faculty Dean(s), (e.g. School of Nursing and the Canadian Association of Schools of Nursing accreditation review). In order to minimize duplication of effort, the Provost in consultation with the relevant Dean(s) will determine to what extent the requirements of an accreditation review can be used to satisfy the requirements of the QUQAPs.

4.2.8 Queen's University Manual for CPRs

The Office of the Provost, in consultation with the SGS, will be responsible for preparing and maintaining a manual that describes the CPR and contains a detailed description of the CPR process and associated protocols. At a minimum, the manual will:

- Provide guidance on the conduct of rigorous, comprehensive and probing self-studies;
- Establish the criteria for the nomination and selection of "arm's length" external reviewers;
- Identify responsibilities for the collection, integration and distribution of institutional data and outcome measures required for self-studies;
- Specify the format required for the self-study and the Review Team reports; and
- Set out the University's schedule for the CPRs [Appendix 2, draft to follow].

4.3 Evaluation Criteria for Unit(s) Self-Study

A review of existing programs shall require statements explaining:

4.3.1 Objectives

- How the program is consistent with the University's mission, values and academic plans;
- How the program requirements and learning outcomes are clear, appropriate and in alignment with the University's statement of the UUDLEs and GDLEs (Appendix 1, pages 29-32).

4.3.2 Admission Requirements

- How admission requirements are appropriately aligned with the identified program requirements established for completion of the degree.

4.3.3 Curriculum

- How the curriculum reflects the current state of the discipline or area of study;
- Evidence of significant innovation or creativity in the content and/or delivery of the program relative to other such programs;
- Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective.

4.3.4 Teaching and Assessment

- Evidence that the appropriateness and effectiveness of the methods of teaching and assessment clearly demonstrate achievement of the program learning objectives and the University's (or the Program's own) statement of UUDLEs and GDLEs.

4.3.5 Equity and Accessibility

- How the program has addressed the equity goals of the University
- How the program has addressed the regulations under the *Accessibility for Ontarians with Disability Act (2005)*;
- Where it has not already been addressed under other headings how the Program has addressed equity considerations, including (but not limited to) issues of particular concern for the groups identified in the University's various Equity programs.

4.3.6 Academic Integrity

How the Program has educated and informed students and staff on the principles of academic integrity (including integrity in research), as outlined in the Senate-adopted *Academic Integrity Policy Statement* <http://www.queensu.ca/secretariat/senate/policies/AcadInteg.html>).

- How the Program has related the principles of academic integrity to the particular field of study.

4.3.7 Resources

- How the program has appropriately and effectively used *existing* human, physical, library and financial resources to deliver the Program;

4.3.8 Quality Indicators

In addition to the above evaluation criteria, the reviews should include information regarding the following:

Faculty: qualifications, research and scholarly record; funding, honours and awards, class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty, commitment to student mentoring (graduate programs);

Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;

Students: applications and registrations; grade-level for admission; success rates in provincial and national scholarship, competitions and awards; rates and timing of attrition; time-to-completion; final-year academic achievement; scholarly output (graduate programs); commitment to professional and transferrable skills (graduate programs); graduation rates; academic awards; student in-course reports on teaching; and

Graduates: rates of graduation, employment, post-graduate study, “skills match” and alumni reports on program quality when available and when permitted by the FIPPA. [Auditors will be instructed that these items may not be available and/or applicable to all programs.]

For Graduate Programs, include:

Time to Completion: Time-to-completion is both monitored and managed in relation to the Program’s length and Program requirements. Accommodation for equity or other relevant purposes may be noted and lengthen the time to completion;

Supervision: quality and availability

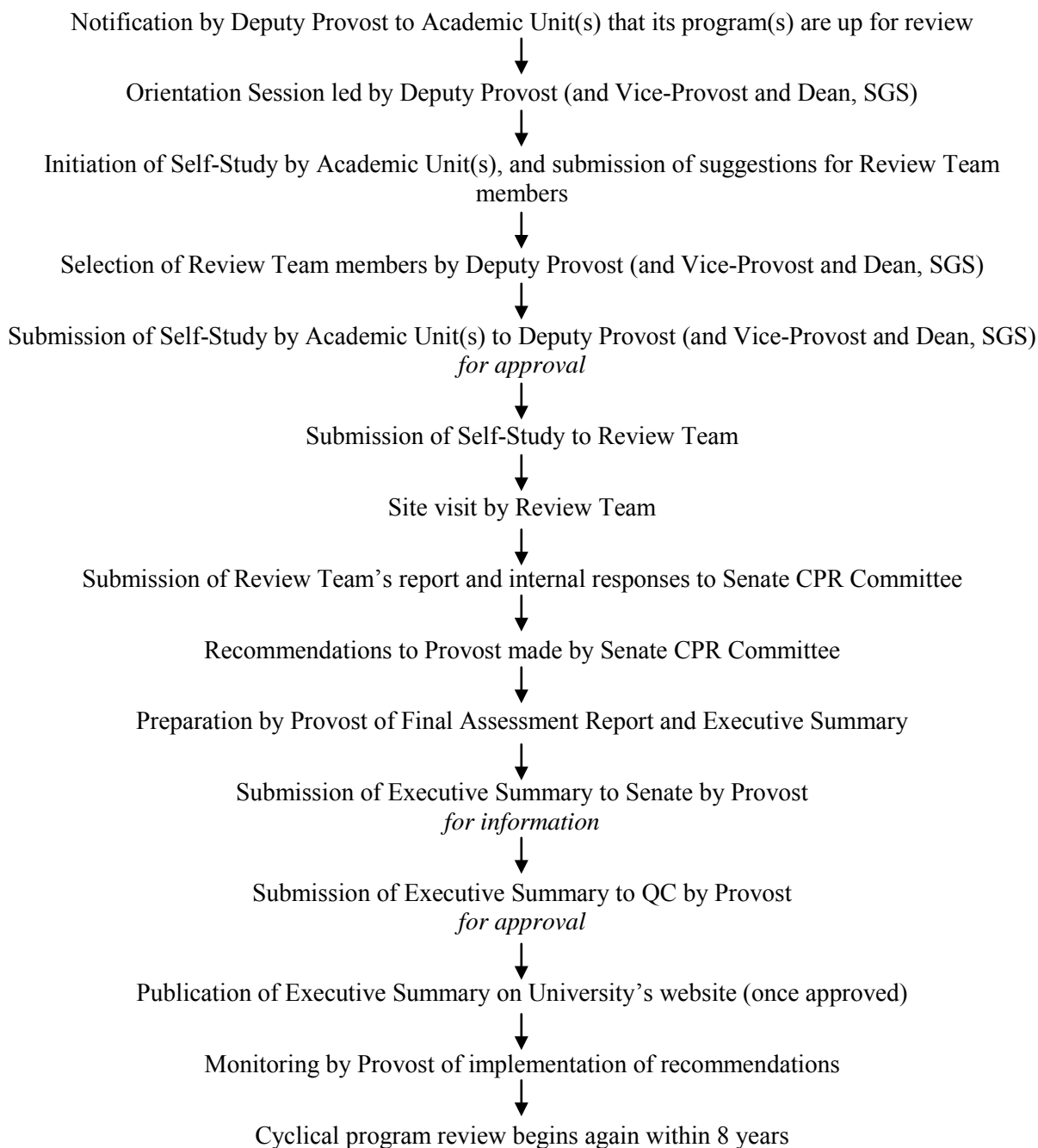
Courses: no more than one third of courses taken to fulfill program requirements are at the undergraduate level or are combined courses in which undergraduates predominate.

4.3.9 Quality Enhancement

- Initiatives that have been implemented to improve the quality of the program and the associated learning outcomes and teaching environment.

CHART 8

Cyclical Program Reviews



5. QUALITY COUNCIL AUDIT

5.0 Audit Process

Once every eight (8) years, all publically assisted Ontario universities will participate in an audit to determine whether or not the institution, since the last review, has acted in compliance with the provisions of its *QUQAPs* for Cyclical Program Reviews as ratified by the QC.

No fewer than three auditors, selected by the Executive Director of the QC, will conduct an institutional audit. Typically four undergraduate and four graduate cyclical program reviews will be selected for audit. At least one of the undergraduate programs and one of the graduate programs will be a New Program or Major Modifications to an Existing Program approved within the period since the previous audit. The audit cannot reverse the approval of a program to commence.

The audit will be comprised of a desk audit and on-site visit over two to three days as needed. The auditors will prepare a report that will make suggestions and recommendations and, where appropriate, identify causes for concern. A summary of the auditors' findings, together with a record of the recommendations, will be published on the QC's website and communicated to Queen's for publication on its website.

Within one (1) year of receiving the final auditors' report, the University will report to the QC on steps taken to address the recommendations. In consultation with the auditors, the QC reserves the right to recommend a course of action if the University's follow-up is deemed unsatisfactory. An auditors' summary of the scope and adequacy of the University's response will be posted on the QC website and communicated to the University community, OCAV, COU and MTCU for information.

APPENDIX 1: ONTARIO COUNCIL OF ACADEMIC VICE-PRESIDENTS' UNDERGRADUATE AND GRADUATE DEGREE LEVEL EXPECTATIONS

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	<p>a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline</p> <p>b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</p> <p>c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline</p> <p>d) Some detailed knowledge in an area of the discipline</p> <p>e) Critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>	<p>a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</p> <p>b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</p> <p>c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline</p> <p>d) Developed, detailed knowledge of and experience in research in an area of the discipline</p> <p>e) Developed critical thinking and analytical skills inside and outside the discipline</p> <p>f) Ability to apply learning from one or more areas outside the discipline</p>
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
	a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b) devise and sustain arguments or solve problems using these methods.	a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.
3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and The ability to use a basic range of established techniques to: a) analyze information; b) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study; c) propose solutions; and d) make use of scholarly reviews and primary sources.	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
		e) to make critical use of scholarly reviews and primary sources.
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; e) and behaviour consistent with academic integrity and social responsibility.

GRADUATE

	Master's degree This degree is awarded to students who have demonstrated the following:	Doctoral degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	<p>A conceptual understanding and methodological competence that</p> <p>a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) Enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) The development and support of a sustained argument in written form; or</p> <p>b) Originality in the application of knowledge.</p>	<p>a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;</p> <p>b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and</p> <p>c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.</p>
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a	<p>The capacity to</p> <p>a) Undertake pure and/or applied research at an advanced level; and</p>

	Master's degree This degree is awarded to students who have demonstrated the following:	Doctoral degree This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:
	new setting.	b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Professional capacity/autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) The exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) Decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b) The intellectual independence to be academically and professionally engaged and current;</p> <p>c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d) The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.