

**Office/Department/Program:** Vice Provost (Teaching and Learning), within the Office of the Provost and Vice-Principal (Academic).

**Hiring Coordinator:** Claire O'Brien, Manager, Academic Initiatives, Office of the Provost and Vice-Principal (Academic).

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**Job Title:** Quality Assurance Analyst Intern

**Number of Positions:** 1

**Fellowship Mentor:** Dr. Gavan Watson, Vice-Provost (Teaching and Learning).

### Overview of department's role within the university administration

The Office of the Vice-Provost, Teaching and Learning (a team within the Provost's Office) provides leadership and guidance to numerous initiatives that enhance student learning, instructional approaches, the Queen's University Quality Assurance Processes (QUQAP) and the University's academic integrity practices. In collaboration with the Centre for Teaching and Learning and the Office of Indigenous Initiatives, the Office partners with all Faculties to enrich opportunities to advance Indigenous, decolonizing, and inclusive practices in curriculum, instruction and assessment.

### Overarching goals and priorities related to Indigenization, Equity, Diversity, Inclusion, Anti-Racism and Accessibility

We are committed to implementing the current institutional imperatives and the institutional priorities in teaching and learning of:

- Decolonizing Queen's curriculum. (The processes of acknowledging the Eurocentric bases of knowledge and research in the academy and of broadening conceptions of what counts as sources of knowledge, research, and knowledge creation).
- Inclusion. (Creating a campus environment that is designed to welcome, value, and invite different identities, backgrounds and perspectives).
- Partnering and supporting the Office of Indigenous Initiatives in building community, advancing reconciliation and integrating Indigenous ways of knowing and being into the fabric and life of the university's teaching and learning environments and opportunities.

### Work environment

The Office of the Vice-Provost, Teaching and Learning will engage the successful candidate in a project that offers opportunities for learning and growth. The work environment will offer opportunities for the intern to apply their academic knowledge in a real-world context, develop new skills, and gain insights into the workings of the office.

The intern will have the opportunity to work both independently and collaboratively within a supportive environment in the Office of the Vice-Provost, Teaching and Learning. Under the guidance of the Vice-Provost, Teaching and Learning, they will take initiative in conducting research, analyzing data, and developing policy and accompanying processes. The successful candidate will be expected to manage their time effectively, meet deadlines, and deliver high-quality work products.

Collaboration will be a key part of the role, as the intern will be expected to work closely with staff within the office and engage with stakeholders across the university and the broader post-secondary education sector in Ontario. This will involve meetings, collaborative work on documents, and presentations to share overviews and summaries of progress. Through these interactions, the intern will also enhance their communication and networking skills.

### Project Details and Learning Outcomes

Micro-credentials are short programs that enable students to learn quickly and target their learning in a particular area. Queen's offers a variety of micro-credentials that are not-for-academic-credit (<https://www.queensu.ca/microcredentials/>).

The provincial government recently proposed the development of an "Ontario Micro-Credential" (or OMC) designation.<sup>1</sup> In taking an Ontario Micro-Credential, students would earn academic credit and achieve employment-focused skills or competencies. Ontario Micro-Credentials would have learning outcomes and assessments that might be integrated with, or complement, traditional qualifications. Universities, colleges, and post-secondary education coordination bodies responded to the consultation proposal.<sup>2</sup>

Institutions must develop micro-credential quality assurance processes to offer Ontario Micro-Credentials. The intern will play a foundational role in supporting the development of a quality assurance process for Queen's that would allow for OMC designation. The Office of the VPTL is responsible for the quality assurance processes for certificate, diploma and degree programs (see [Queen's University Quality Assurance Processes](#) for more information).

During the internship, the successful candidate will undertake research on micro-credential quality assurance processes at other Ontario universities to identify best practices in this area. In consultation with the Vice-Provost, Teaching and Learning team, the intern will articulate the key areas that need to be included in Queen's micro-credential quality assurance processes and assist in the development of relevant policy and guidelines informing a new OMC-eligible quality assurance process.

This work involves the following activities:

- Identify elements that should be included in quality assurance of micro-credentials by:
  - Finding and examining micro-credential quality assurance processes at other Ontario institutions, and possibly selected other institutions in Canada and internationally.
  - Reviewing post-secondary education sector publications and guidance on micro-credentials (e.g., from the Higher Education Quality Council of Ontario, eCampus Ontario).
  - Considering how quality assurance processes can ensure consistency and quality in micro-credential offerings, without being too time-consuming or onerous.

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<sup>1</sup> *Ontario Micro-Credentials: Harnessing the Potential. Postsecondary Education Quality Assessment Board, July 2023.* [www.pegab.ca/Publications/OMC%20final%20for%20posting%20FINAL.pdf](http://www.pegab.ca/Publications/OMC%20final%20for%20posting%20FINAL.pdf)

<sup>2</sup> *Responses to the Ontario Micro-Credential Quality Assurance Framework Proposal* <http://www.pegab.ca/PublicResponses.html>

- Engage various stakeholders (faculty, staff, students) to gather needs and expectations for a micro-credential quality assurance process.
- Work with colleagues across the university to identify issues that will need to be addressed in further development of a micro-credential quality assurance framework. Propose solutions to identified issues by researching how these issues have been addressed elsewhere. Issues include, but are not limited to:
  - Ensuring that students taking micro-credentials will be eligible for OSAP.
  - Identifying ways to assess the level of instruction in a micro-credential within the wider educational framework (i.e., undergraduate, or graduate level qualification).

Project deliverables will include:

- Produce a report on findings.
- Present findings to the VPTL team.
- Assist in the development of a draft micro-credential quality assurance processes (as time allows).

The following are the expected outcomes for the successful candidate:

- **Interpret models and approaches to Micro-Credential Quality Assurance:** The intern will gain a comprehensive understanding of the quality assurance processes for micro-credentials at other universities. This includes knowledge of best practices and key areas that need to be included in quality assurance processes.
- **Policy Development Skills:** The intern will develop skills in policy and guideline development. This will be achieved through their role in assisting the development of policy and guidelines for the University's micro-credential quality assurance process.
- **Research and Analysis Skills:** The intern will enhance their research and analysis skills by investigating micro-credential quality assurance processes at other universities.

### Supervision, Mentorship and Work Opportunities

The intern will be supervised and mentored by the Vice-Provost (Teaching and Learning) with support as necessary from the Manager, Academic Initiatives. The intern will have the opportunity to learn about the wider work of the Office during team meetings and may shadow other meetings that will enhance their understanding of post-secondary education leadership and administration.

### Desired Qualifications and Abilities

The successful applicant will demonstrate:

- Research skills to identify and draw appropriate conclusions from relevant information.
- Familiarity with the context for post-secondary education in Ontario.
- Familiarity with micro-credentials.
- Good interpersonal and communication skills.
- Ability to take initiative and to adapt based on feedback or changing directions.
- Commitment to the principles of Indigenization, equity, diversity, inclusion, anti-racism and accessibility.

During this internship, the intern will further develop the ability to:

- Demonstrate analytical, interpretive, research and problem-solving skills.
- Synthesize information from a wide variety of sources.
- Demonstrate strong written communication skills and oral presentation skills in both in-person and remote contexts. Communicate clearly and professionally with team members and campus partners.
- Utilize interpersonal skills to build positive and productive working relationships with senior administrators, staff, and students.
- Demonstrate strong time management and organizational skills required to manage competing priorities and to meet project timelines.
- Use the outlook calendar to manage time and meetings.
- Work independently within a collaborative team environment.
- Develop the ability to identify and comment on best practices in examples of micro-credential quality assurance from other institutions.
- Develop an understanding of academic program organization, governance and the relationship to continuous curricular improvement at the institutional level.
- Apply an I-EDIAA lens when considering the development of new quality assurance processes.
- Demonstrate proficiency in the use of personal computers and the software applications normally associated with them (i.e., Microsoft Office, web browsers, etc.).