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**CESBA PSW QUALITY ASSURANCE PROCESS**

**SELF-ASSESSMENT CHECKLIST**

Updated: June 2022  
  
***Introduction and Overview:***

This self-assessment checklist is to assist School Board PSW Programs align with the necessary requirements to issue an Ontario Personal Support Worker Certificate in accordance with the Ministry of Colleges and Universities Personal Support Worker Training Standard, (Vocational Learning Outcomes, Elements of Performance, Essential Employability Skills), the Ministry of Health and Long Term Care requirements as well be a recognized CESBA PSW Program.

This self-assessment checklist covers the following areas:  
  
1. General Information (Name of school board, sites, program contact information)

2. Accreditation/Quality Assurance History  
3. Teaching Staff  
4. Program Information and Overview, (including program data)

5. Program Administration  
6. Program Delivery  
7. Program Framework  
8. Laboratory Organization  
9. Practical Placement Organization (Supervised Clinical and Consolidation/Preceptor Placements)  
10. Assessment and Evaluation  
11. PSW Program Remediation  
12. Program Advisory Committee   
13. Data Collection

**How To Fill Out The Information and Self-Assessment Checklist:**Each school board program will self-identify if they have met the requirements for their PSW programming and identify any areas for growth and improvement, as well as provide information as outlined in the self-assessment.   
It is only necessary to identify where the supporting evidence can be located-ie: if your program mandate is in the Student/Program Handbook, you need only identify this, not write out the mandate itself.   
The QA assessors will use this self-assessment checklist to review the submitted supporting documentation and again at the site visits when reviewing any completed documents for students.  
Please reach out to the QA coordinator for any support needed with completion.

**Please Ensure To Provide a Copy of The Following Along With the Self-Assessment Checklist:**\*Theory assessment pieces: tests, exams, assignments  
\*Lab skills passbook, handbook, assessments, evaluations, any additional tests or assignments  
\*Supervised Clinical handbook, Mid-term and Final evaluations, any additional assessments, assignments used.   
\*Consolidation handbook, Mid-term and Final evaluations, any additional assessments, assignments used.  
\*Student/Program Handbook (should include overview of entry requirements, grading, placement requirements, re-entry process, attendance requirements, code of conduct, etc-core detail outlined in self-assessment checklist below)

**SELF ASSESSMENT CHECKLIST**

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| **PROGRAM SITE AND STAFF** | **INFORMATION/ COMPLIANCE Y/N/Partial** | **SUPPORTING EVIDENCE** | **QA AUDITOR COMMENTS  (Program Met or Did Not Meet Expectations, Additional Notes)** |
| Name of Board:  Address City Postal Code  Phone Number  Website  **Program Administration** Principal: VP: Manager/Lead/Coordinator:  Instructor(s): Classroom and Placement:  \*Please be prepared to show CNO registration #s at site visit.  1.  2.  3.  4.  5.  6. |  |  |  |
| **Number of Sites** |  |  |  |
| Location: 1. 2. 3. 4. |  |  |  |
| **Program Data  (Current Semester/Year To Date, All Sites)** |  |  |  |
| 1. Number of Students Enrolled: 2. Number of Graduates: 3. Number of Students Who Obtained Their OSSD: |  |  |  |
| **Accreditation/Quality Assurance History** |  |  |  |
| Date of Initial Accreditation/QA Certificate:  Expiry Date: |  |  |  |
| **Teaching Staff** |  |  |  |
| 1. Are instructors a Registered Nurse (RN) or Registered Practical Nurse (RPN) with current registration and **NO** practice restrictions with the College of Nurses of Ontario (CNO) If OCT qualified, are instructors who train in the laboratory and supervised clinical placements qualified nursing staff? 2. Are instructors qualified with a minimum of two (2) years current, relevant work experience in a Canadian clinical environment, preferably in a long-term care/community/chronic care setting. 3. Does our program keep relevant teacher/instructor qualifications on file. 4. Does our program support instructors with annual PD, (CESBA PSW Workday, Lunch and Learns, pertinent continuing education in health care). |  |  |  |
| **Program Outline** |  |  |  |
| **Full Time Programs:** # of Intakes/Year: # of Total Training Hours: # of Total Theory Hours: % of Theory that is lab: # of Supervised Clinical Placement Hours: # of Consolidation Hours:  # of Consolidation Placements per program site:  **Part Time Programs:** # of Intakes/Year: # of Total Training Hours: # of Total Theory Hours: % of Theory that is lab: # of Supervised Clinical Placement Hours: # of Consolidation Hours:  # of Consolidation Placements per program site:  **Virtual Programs:** # of Intakes/Year: # of Total Training Hours:  # of Total Theory Hours: % of Theory that is lab: # of Supervised Clinical Placement Hours: # of Consolidation Hours:  # of Consolidation Placements per program site:  **Bridging Programs:** # of Intakes/Year: # of Total Training Hours:  # of Total Theory Hours: % of Theory that is lab: # of Supervised Clinical Placement Hours: # of Consolidation Hours:  # of Consolidation Placements per program site: |  |  |  |
| **Program Handbook/Student Handbook** |  |  |  |
| 1. Does our program provide students with a detailed outline in the form of a handbook on the following:  \*program entry requirements \*attendance requirements \*placement requirements \*program mandate and vision statement \*theory requirements \*lab requirements \*placement requirements, (supervised clinical and preceptor consolidation) \*grading overview \*program overview (including module breakdown, credits provided, additional training overview) \*re-entry policy \*cost of program and refund information \*schedule/timetable breakdown \*academic supports available |  |  |  |
| **Admission Requirements** |  |  |  |
| 1. Does our program require the following requirements and documents for students to participate in the program, (circle all that apply):  \* Be 19 yrs of age or older, (unless an SHSM program)  \*Medical Information: TB testing, influenza vaccination, Covid vaccination, blood titres, immunization record. Ability to perform the role in a physical, mental and emotional capacity. Does your medical form require an assessment by a physician or NP?  \*Clear Vulnerable Sector Check, (VSC)  \* Standard First Aid, Level C-CPR, (unless completed within program)  \*Completion of an Entrance/Literacy Assessment  \*Completion of an entrance  interview with instructor. 2. Does our program provide the opportunity for those with previous related training and/or employment experience to undergo a PSW Recognition and Advanced Standing, (PSWRAS) process?  If no, please comment on how students with previous experience are supported: |  |  |  |
| **Theory Teaching Materials** |  |  |  |
| 1. Do instructors have copies of the required text and instructional material provided by publishers?  Textbook Name: Edition: 2. Are students provided with a hard and/or electronic copy of the required textbook and accompanying workbook? 3. Are the following used:  \*tests \*quizzes \*assignments \*performance demonstrations 4. Please find information on the following:  \*Module passing grade \*How the module grade calculated \*Who marks the tests, assignments, etc. \*Re-write policy |  |  |  |
| **Laboratory Training** |  |  |  |
| 1. Does the program provide the following with regards to laboratory training:  \*Dedicated space, (within the classroom or program site, or within a living classroom site)  \*Equipment based on CESBA recommendations and ratios, (see a lab equipment sheet and information overview in QA Process Handbook)  \*Students have ability to access equipment not available within the dedicated lab area  \*Equipment is maintained in good working order and updated as per best practices  \*at least 30% of theory is dedicated to lab training and practice for students |  |  |  |
| **Supervised Clinical Placement** |  |  |  |
| 1. Does our program provide the following with regards to the supervised clinical placement:  \*Students are supervised by an RN or RPN while attending clinical placement for a minimum of 90 hours  \*Students are in a ratio of 10:1 (students to instructor)   \*Clinical placements take place in a Long-Term Care Home, (LTC Home) that offers progressive levels of care.   \*Completed MOA/MOU with each clinical placement utilized.   \*Completed WEA/WSIB documentation for each student for each placement 2. Does our program require students to complete the following:  \*100% of clinical placement hours  \*satisfactory demonstration of the skill sets, VLOs, EOP and ESS (80% competency through a mid-term and final evaluation assessments) 3. Please list the clinical placement site locations and contact information used for the current year:  1. Location:   Contact:  2. Location:   Contact:   3. Location:   Contact:   4. Location:   Contact:   5. Location:   Contact: |  |  |  |
| **Consolidation, (Preceptor) Placement** |  |  |  |
| 1. Does our program provide the following with regards to Consolidation/Preceptor placements:  \*overseen and supervised by a qualified RN/RPN  \*contains an additional minimum of 220 hours   \*has a minimum of one community placement that is a minimum of 110 hrs  \*has an additional placement that supports the student to attend a placement that meets the needs and interest of the student  \*provides a variety of placement options such as: hospice group home day program hospital  \*Completed MOA/MOU with each consolidation placement utilized.   \*Completed WEA/WSIB documentation for each student for each placement 2. Does our program require students to complete the following:  \*100% of all consolidation placement hours  \*satisfactory demonstration of the skill sets, VLOs, EOP and ESS (80% competency through a mid-term and final assessment)  \*does our program provide an overview of the requirements of consolidation placements and preceptors as well as how to address concerns with regards to the consolidation placement preceptor 3. Does our program provide supervision for each student on each consolidation placement as follows:   \*one in person meeting with the student and preceptor   \*a minimum of one check-in per 40 hours, (more if the student is not meeting the competencies or at risk)  \*at least two additional contacts with the student and preceptor via phone, in person, or virtually 4. Please list the consolidation/preceptor placements organizations/agencies, etc and contact information used for the current year: (Please add as needed)  1. Location:   Contact:  2. Location:   Contact:  3. Location:   Contact:  4. Location:   Contact:  5. Location:   Contact:  6. Location:   Contact:    7. Location:   Contact:  8. Location:   Contact:  9. Location:   Contact:  10. Location:   Contact: |  |  |  |
| **CESBA Final Provincial Exit Exam** |  |  |  |
| 1. Does our program administer the required CESBA final exam for each semester of students. 2. Please provide information on the following:  \*When is the exam administered, (ie: after theory, during placement, etc)  \*Who invigilates the exam  \*What are the number of re-writes available to students who are not successful on their first try.  \*Does our program keep completed copies of the exam for 1 year after graduation  \*Does the program have 70% as the passing grade for the final exam |  |  |  |
| **Program Advisory Committee** |  |  |  |
| 1. Does our program have in place an Advisory Committee that meets the following:  \*meets on a regular basis, (minimum of once per year)  \*consists of representation of the following: LTC Hospital Variety of Community agencies and organizations Current Student Graduated Student  \*provides an opportunity for constructive feedback on an aspect of the program, (ie: review and feedback on the evaluation and assessment pieces of the program, or teaching and resources given in a particular module, etc)  \*minutes/notes are taken and follow up on recommendations done |  |  |  |
| **Please briefly discuss what happens with all student information, assessment, and evaluation documents once the student has graduated. (Please refer to CESBA’s Recommendation for Document Retention Overview)** |  |  |  |

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| **PROGRAM STRUCTURE CRITERIA** | **INFORMATION/ COMPLIANCE Y/N/Partial** | **SUPPORTING EVIDENCE** | **QA AUDITOR COMMENTS  (Program Met or Did Not Meet Expectations, Additional Notes)** |
| **Program Administration** |  |  |  |
| **Mandate Statement. Does It Include:**   1. Who are you 2. What do you do 3. Who do you do it for 4. Why do they call you, instead of someone else, to do it. 5. How are they changed, after you do it 6. When you do it (capacity) 7. Where you do it (territory and boundaries, access)   (Taken From: How to write a mandate statement: Answer 5 basic questions, PMBAGirl, April 21, 2017. Online at: https://pmbagirl.wordpress.com/2017/04/21/how-to-write-a-mandate-state- ment-answer-5-basic-questions/)   1. Do we have a mandate statement? 2. Does the mandate clearly recognize the value of the Personal Support Worker as a profession? 3. Is this evidence that this statement is clear and understood by those who interact with the program? 4. Does this statement clearly express our interest in working with the broader community- ty to ensure that our program meets employers’ need within the bounds of the program? 5. Were students involved in the mandate’s development and revision?   Is the program’s mandate discussed at registration and in the initial stages of each offering of the program? |  |  |  |
| **Advertising:**   1. Do we provide written materials to current and prospective students? 2. Do we provide written materials about the program to the general public? 3. How do we determine that the information is clear and not easily misinterpreted? 4. What is our process for periodically reviewing and revising this information? 5. Do all written materials accurately reflect the status of the program with regard to credits and credentials? |  |  |  |
| **Program Provision:**   1. Do we offer our program in various places throughout our catchment area? 2. Do we have an established process to address requests from employers and students for programs in specific locations or in various formats (part or full time, day, or time of week etc.)? |  |  |  |
| **Documentation:**   1. Do we maintain student, class, program, and teacher (personnel) documentation? 2. Is our documentation stored in a secure area and accessible only to persons who are authorized to see the specific documentation? 3. Is our documentation readily accessible to those who are authorized to view or use it? 4. If multiple persons may access the information, do we have a tracking system that identifies who is handling files removed from the area? 5. If documentation is stored electronically, do we have a process for creating a hard copy of the documentation, if required? 6. Is our documentation stored in a format that prevents alteration? 7. Is our documentation securely stored and regularly backed up (if electronic)? Is our essential paper documentation copied and securely held? 8. Are any records containing health information (as defined under the *HIPA*) kept, handled, and managed in accordance with that Act? |  |  |  |
| **Admission Process:**   1. Do we adhere to the CESBA PSW QA admissions process? 2. What forms, questions and interview guidelines do we use? 3. Do we keep a written record of interviewer assessment of the applicant’s skills and ability to meet the criteria for admission? 4. What procedure do we follow to assess suitability for admission when a student does not meet the age criteria? 5. What evidence do we have that this process is adequate/provides the desired results? 6. What measures do we undertake to ensure that our requirements for the program fairly reflect legitimate requirements for the program or legislated requirements for our program or school? 7. What procedure do we follow when a student cannot meet the fitness for the  practicum without modification?   What process do we follow when a student has not yet provided evidence of a  vulnerable sector screening, TB results acceptable to the program or other documentation as required for the program’s components |  |  |  |
| **Recognition and Advanced Standing (RAS) or Bridging Framework:**   1. Do we offer prior learning assessment or bridging to a PSW certificate? 2. Do we clearly identify outlines and/or learning objectives that have been modified to reflect students’ prior learning (such as those that are part of a bridging program)? 3. Do bridging program outlines clearly identify the learning outcomes attached to that module that we have assessed as currently attained by the students in that program and not necessary to include in our training? 4. Do we adapt the hours to fairly reflect the content that must be taught in the modified program? 5. Do our bridging programs reflect the actual learning needs of the students we enroll? 6. Do we regularly review the program to ensure that it remains relevant to the current student population? 7. Do we have a process that ensures students with prior learning not well addressed by the bridging program may attain the relevant certificate? 8. Do we have an PL assessment process that accurately reflects the student’s skills and abilities? |  |  |  |
| **Teachers and Instructors:**   1. Do our instructors meet all instructor eligibility criteria for both the program and the school? Specifically, do they possess all certification required to instruct both credits and the PSW Standards? 2. Is our facility practicum component taught/ supervised by instructors who hold an unrestricted Ontario Certificate of Competence from the College of Nurses of Ontario as either an RN or RPN? 3. Do our instructors possess a current Vulnerable Sector Screening that identifies no relevant convictions or issues? 4. Do we have a policy in place to require instructors to notify us within 5 working days or less of any charges pending, convictions registered or changes in their professional license? 5. Is our mobility module sufficiently taught and/or overseen by an instructor who has experience in current mobility standards for safety and use of equipment, (mechanical lifts) and proper technique for one and two person transfers and proper body mechanics. 6. Do our instructors demonstrate:    * Current experience and/or training in the area of instruction    * Positive interpersonal skills (capable of tactful, sensitive, and direct interaction)    * Ability to apply principles of adult education, including the ability to convey  information and concepts to students    * Ability to model behaviors in keeping with the values and Standards of the school and the program    * Enthusiasm for and interest in teaching    * Ability to problem-solve    * Ability to conduct student evaluations according to the appropriate policies 7. Do we involve consumers and clients in the delivery of the teaching? 8. Do we regularly involve special purpose (guest) speakers in the program? 9. Do we have a policy and procedure that describes the settings in which special  purpose speakers may be involved?   10.Do we limit guest speaker involvement to no more than 20% of the module/unit/ course in which the guest speaker presents?  11.Do we identify specific learning outcomes for each guest speaker to address? |  |  |  |
| 1. **PSW Program Delivery** |  |  |  |
| **Follow the MCU Training Standard (2022):**   1. Have we incorporated all components of the MCU Training Standard in our program by linking them to the Overall Objectives of the MoE Health Care courses for which we are giving students credits? 2. Have we followed the relative weighting of the Standard (e.g., hour proportion is  reflective of the proportions set out in the outline)? 3. Have we ensured that the program does not include knowledge and skills that exceeds the Standard unless the additional training is clearly identified as an enhancement to the program? 4. Can we readily identify the components of each VLO within our lesson plans? 5. Do we distribute or provide access to the Program Standards to all students? 6. Do we discuss the Standards in classes and how it relates to our program delivery, assignments and assessments? 7. Is our program based upon the values expressed in the Standards? 8. Does our program cover all aspects expressed in the Standards including the VLOs, EOP and EES? 9. Does our program allow for a student to graduate with any of the following: Personal Attendant certificate Home Support Worker certificate Health Care Aide certificate (Please provide an overview on this training if applicable) |  |  |  |
| **PSW Program Framework:**   1. Do we use the Standard detailed outlines as the basis of our PSW program? 2. Do we ensure that we provide at least the minimum number of hours stipulated for each module’s content? 3. Do we ensure that we do not teach beyond the scope outlined in the Standard unless that content is segregated and defined as an enhancement? 4. When we teach enhancements to the core program, do we ensure that the  enhancement does not exceed the PSWs scope of practice? 5. Do we preserve the module structure as outlined in the Standard outlines? If not, do we maintain a cross-reference table so that each module/ learning outcome within the module may easily be located? |  |  |  |
| **Class Size:**   1. Do we admit 30 or fewer students to a specific section of the PSW program? 2. Do we manage the number of students admitted to a specific module (e.g., students who missed or did not complete a module) so as not to exceed the maximum number of students? 3. Do we ensure that the modules with a significant skill component (*Interpersonal Skills, Safety, Mobility, Personal Hygiene, Medications*) have a teacher/student ratio of not greater than 1:30? 4. Do we have a process to ensure proper ratios automatically, without relying upon teacher requests? 5. Do we ensure that all additional instructors assigned to the skill practice and  evaluation possess the background skills and knowledge to appropriately support and assess the students? 6. Do we ensure that all instructors involved in the supervision and testing of a particular module are similar in their approach to supervision and evaluation, so that there is  consistency in the students’ supervision and evaluation? 7. Despite the ratios and maximums identified, do we ensure that the class size supports the students’ ability to participate, use equipment, practice, ask questions and receive guidance? 8. Despite the ratios and maximums identified, do we ensure that the class size supports the teacher’s ability to maintain classroom order, assess student participation and  mastery of the content? |  |  |  |
| **Classroom:**   1. Is the classroom used for each module, of sufficient size to accommodate the number of students and the abilities to be practiced? 2. Is the classroom used safe for all those using it? 3. Do we ensure that the facility is in good repair, that there are no known environmental or situational risks? 4. Do we have sufficient equipment and appropriate methods to ensure that the skill components may be taught and practiced appropriately? 5. Do we have one of the following:   \*A dedicated skills lab/lab area with sufficient equipment  \*An area of sufficient size with (or supplied with) sufficient equipment when need- ed for skill practice, OR  \*Access to a setting that provides sufficient size and equipment for student  practice/evaluation   1. Regardless of the type of lab facilities, we ensure that the equipment is of current type and style and that it is in good repair. 2. We carry liability insurance that protects students, instructors and others involved in using the lab. 3. If we use an external site for lab practice (e.g., not owned/operated by the school), we have a written agreement that spells out each party’s responsibilities. 4. When an external site is used, do we have a procedure to ensure that the external site has met its obligations under the agreement? If so, what is that procedure? 5. Regardless of location, do we have a cleaning and infection control process in place for all equipment and supplies used? |  |  |  |
| **Practicum Organization (Supervised Clinical and Consolidation/Preceptor Placement):**   1. Do we ensure that students attending practicum have demonstrated the requisite skills for success in the lab prior to attending placements? Specifically, do we allow only those students who have demonstrated  competence in interpersonal, safety, mobility, and personal care skills to attend practicum? 2. Do we ensure that students attending practicum are not seen as posing a risk to them- selves, other students, agency staff, residents, or clients? Specifically, do we require each student to provide evidence of physical and emotional fitness to attend practicum in addition to a vulnerable sector screening that identifies no relevant convictions or other activities that might place others at risk? 3. Do we require students to complete at least330 hours of practical training concurrent with the theory component or within 6 months of the theory component? 4. Do we refrain from allowing students to use previous work experience toward practical training unless credit has been given for?   the applicable theory component?   1. Do we require students to do no less than 40% of their practical training in a community- ty or facility setting? 2. Do we require students to complete practical training in both community and facility settings? 3. Do we define community settings as:   those in which the client lives in her/his own residence or in a small group setting of 5 or fewer persons;  a day program attended by persons who live in their own residences,  a special purpose program attended by persons who live in their own residences.   1. Do we include opportunities for a community placement in the following settings?   \*work in a dietary, housekeeping, laundry, or activation department of a long-term care facility (please provide rationale if these are being used)  \*work in any capacity within a rest or retirement home? ( PSW-like work in a rest or retirement home may be considered for facility placement if it has an assisted living and/or dementia units)  9. Do we interview and assess all potential practicum agencies for suitability before entering into an agreement for the student practicum?  10.Do we ensure that practicum sites offer the following:  \*Opportunities to practice PSW skills under supervision  \*Opportunities to observe/learn best practices   1. Do we have a written agreement that specifies the obligations and responsibilities of the agency, the school, the practicum teacher(s), and the students? 2. Do we carry the appropriate amount of liability insurance per occurrence? 3. Do we ensure that all students completing placement have completed the appropriate- ate paperwork to ensure that they are covered by WSIB replacement insurance? 4. Do we allow a student employed in an applicable work setting to complete her/ his practical training in that setting only after an instructor has completed a site visit that includes direct observation of the student’s support skills and has determined the following:   That the student’s skills are at an acceptable level;  \*That the student can identify learning needs and seek out appropriate  mentoring with regard to her/his work; and  \*That the work setting provides opportunity for the student to develop and  practice acceptable support skills?   1. Do we ensure that all students attend a facility practicum that is supervised by an instructor who is an employee of the school when providing instruction and is on site for at least the first 110 hours of the students’ facility practicum? 2. Do we ensure that the facility practicum instructor conducting the supervised  facility placement is a Registered Nurse or Registered Practical Nurse with current unrestricted certificate of competence and current education and experience in adult education? 3. Do we require all students to be assessed by the instructor as satisfactory in skill demonstration in lab before the student proceeds to precepted placement? 4. Do we include the following as mandatory components of the skill assessment:   Employability skills  Interpersonal skills  Problem solving skills  Time management/organization skills  Personal care and mobility skills   1. Do we maintain a ration of not more than 10 students per practicum teacher in the supervised facility placement? 2. Do we conduct an in-person evaluation interview with all students at the conclusion of the supervised facility and the community practicum? Is there written documentation from this meeting that summarizes the discussion and records the mark given the  student? 3. Do we visit the student on site and discuss student progress in the precepted facility placement as required to support the learning needs of each student? Is documentation kept for each visit? 4. Do we visit the student on site and discuss student progress in the precepted  community placement as required to support the learning needs of each student? Is documentation kept for each visit? 5. Do we provide students with a written record of their performance in the practical setting that includes all mandatory components of the support role? 6. Do we have procedures to address resident/client incidents observed by the student, incidents involving the student, observation of risk situations and observations/suspicions of maltreatment or abuse?   **Practicum Preceptors:**   1. Do we provide a day by day and week by week listing of what students are to be  expected to do as they enter and work through the practical setting? 2. Do we work with placement agencies to facilitate assignment of students to preceptors who meet the stated criteria? 3. Do we address situations which may arise that are not ideal for the students’ learning and practicing of their knowledge and skills? 4. What is our procedure for addressing situations in which a preceptor may not or is not meeting the criteria? 5. Do we offer preceptor training to agency preceptors? Do we work with the practicum agency to provide other support to preceptors? 6. Do we provide formal recognition of preceptors/their work? |  |  |  |
| **Assessment and Evaluation:**   1. Do we evaluate each student’s learning at several times and using several methods during the program? 2. Do we ensure that our evaluations are timed so as to provide information on the  student’s competence and mastery of content before the conclusion of a module or unit? 3. Do we follow the Standard guidelines for the type and location of evaluation (class, lab, practicum)? 4. How do we demonstrate that abilities and knowledge are appropriately assessed? 5. Do we ensure that all evaluation instruments fairly reflect the learning outcomes for the module or unit? 6. Do we have a process to regularly review evaluation instruments to ensure that they remain current and appropriate? 7. Do we retain a copy (electronic, film or paper) of the specific instruments used for each offering of the module/unit/course? Are these coded so that we can easily locate the instrument used in a specific setting?   Are these instruments kept for a period not less than our appeal period?   1. Do we allow students to view their graded evaluation instruments? Do we review all evaluation instruments with students? Do we allow time for general discussion of the content? Do we collect the evaluation instruments after this discussion is held? 2. Do we securely store completed evaluation instruments for at least the appeal period? Do we securely destroy instruments not subject to active appeal or other process after that time? 3. Do we have a written policy and procedure on supplemental evaluation that includes:    * The number of times a supplemental may be attempted for a module/in the program    * when supplemental tests are permitted    * (time frame and other criteria and   mark calculation when a student has completed a supplemental evaluation |  |  |  |
| **Student Attendance:**   1. We have a policy that sets out attendance criteria, consequences for not maintaining the minimum, and states the procedure that must be followed when minimum  attendance must be maintained. 2. Does our attendance policy set out criteria for allowable absences and clearly states that despite the reason for absence, we must be able to verify that the student has  attained the learning outcomes? 3. Does our policy clearly state that absence for an acceptable reason does not excuse a student from attaining the learning outcomes covered? 4. Does our policy require all absences in the practical setting to be made up through subsequent work? 5. Do we record and retain attendance in accordance with our Documentation policies? |  |  |  |
| **Graduation Requirements:**   1. Do we require that a student attain a minimum grade of 70% in each module/unit/ course and practicum placement in order to have successfully completed the module/ unit/course or practicum placement? 2. Do we ensure that all graduates successfully complete all components of the program within two years immediately prior to issuing the PSW certificate unless the student is assessed as having prior learning? 3. Do we have a process in place to fairly assess relevant prior learning of a student who has not completed all components of the program within the 2-year period OR has not completed all aspects of the program at our school? 4. Do we require that students transferring from another school or with other validated prior learning complete all remaining requirements prior to graduation? 5. Regardless of prior learning or transfer credit, do we require students to complete at least 30% of their theory and 30% of their practicum in our school in order to be eligible to receive a certificate from our school? |  |  |  |
| **PSW Program Remediation** |  |  |  |
| **Student Transferring:**   1. Do we have a policy to support students who wish to transfer to another school to complete their training? 2. Does this policy state clearly that relevant student contact and supervision notes  (including discipline and attendance information) may accompany any module/unit/course grades that the student has earned? 3. Do we have a policy that supports student transfer to our program? 4. Does this policy include an obligation to assess a student’s relevant prior learning for potential credit/exemption in our program? 5. Does our prior learning assessment incorporate an assessment of the student’s actual knowledge, demonstration of current skills and abilities as opposed to being solely  determined by the attainment of a mark in a particular module/unit/course? 6. Does our assessment of the student’s prior learning include assessments of both knowledge and ability, as appropriate to the student’s situation? |  |  |  |
| **Student Status:**   1. Do we have a policy that clearly outlines the criteria for good standing in the program that includes:    * attendance, conduct, participation, completion time frames (as described by the relevant Standards)    * leaves of absence    * readmission after absence    * suspension    * expulsion 2. How do we/will we inform students of this policy? 3. Do we have a policy that clearly outlines the criteria for an acceptable leave of  absence? Does this policy have a maximum timeframe for re-entry within two years of the initial registration,(after two years students must re-embark on the full program)? 4. Does the policy and procedure state the process for requesting, reviewing and  granting/denying such a leave? 5. Does the policy and procedure clearly state who, if anyone else within the school must be notified of a leave? 6. Does our policy also clearly describe the status of a student who takes an unauthorized leave of absence? 7. Does the policy define the criteria that must be met and the procedure that must be followed for a student who took an unauthorized leave of absence to be allowed to return to school? 8. How do we/will we inform students of this policy? |  |  |  |
| **Student Code of Conduct and Discipline:**   1. Do we have written policies on harassment, intimidation, violence, and performance of illegal acts that meet all legislated requirements and are reflective of the requirements of the scope of practice for which the students are being prepared? 2. Do our policies reflect the seriousness of such acts and provide appropriate response and consequence? 3. Do we have a procedure for reporting acts or suspected acts that allows for protection of the person reporting? 4. Do we have a policy that defines the situations in which other parties (e.g. law  enforcement, security services, etc.) may/must be involved? 5. Do we have evidence that these policies have been followed when student conduct has been seen as harassing, violent, intimidating, or involves the carrying out of illegal acts? 6. Do we have written policies on disruptive conduct which reflect the requirements of the scope of practice for which the students are being prepared? 7. Do our policies define the scope of activities that may be seen as disruptive and reflect the seriousness of such acts and provide appropriate response and consequence? 8. Do we have evidence that these policies have been followed when student conduct has been seen or determined to be disruptive? 9. Do we have a procedure for assessing risk for such acts? 10. How do we make students aware of these policies? 11. Do we have a policy that defines the situations in which other parties (e.g., law  enforcement, security services, etc.) may/must be involved? |  |  |  |
| **Academic Dishonesty:**   1. Do we have a policy on misrepresentation of work, plagiarism, and cheating? 2. How does this policy reflect the seriousness of such acts with regard to both  investigation and consequence? 3. How do we advise students of the policy on misrepresentation of work, plagiarism, and cheating? |  |  |  |
| **Student Removal from the Program:**   1. Do we have a policy that clearly outlines the student’s obligation to report a charge pending or conviction within 5 business days? 2. Does our policy and procedure state who is responsible to assess the relevance of the charge or conviction and determining the subsequent actions to be taken? 3. How does the policy differentiate between a charge pending and a conviction? 4. Do we have evidence that we have worked with community employers and placement agencies in determining the relevance of a particular type or charge or conviction? 5. Does our policy also clearly describe the status of a student who has a charge pending or who has been convicted of a relevant crime? 6. What is our policy on suspension from the program? 7. Does it contain the following:   conditions under which a student may be suspended  conditions under which suspension is mandated  how a specific suspension is determined; and,  the appeal process, if any?   1. What is our policy for documenting suspensions? 2. What is the policy and the procedure for removing the documentation related to the suspension from the student’s record? 3. What is our policy on expulsion from the program? 4. Does it contain the following:   \*conditions under which a student may be expelled  \*conditions under which expulsion is mandated  how a specific expulsion is determined; and,   1. the appeal process, if any? What is our policy for documenting expulsions? 2. What is the policy and the procedure for removing the documentation related to the expulsion from the student’s record? 3. What is the procedure for removing the documentation related to the expulsion in response to a legal proceeding? 4. How do we/will we inform students of this policy and procedure? |  |  |  |
| **Student Dispute Resolution:**   1. Do we have a policy on dispute resolution? (Including conflict with instructor, disagreement with assessment mark, etc) 2. Does this or will this policy define clear criteria for enacting the process and clearly outline the steps in the process? 3. How do we/will we advise students of this policy and procedure? 4. Do we have a policy on appeals? 5. Does this policy define clear criteria for making an appeal and clearly outline the steps in the process? 6. How do we/will we advise students of this policy and procedure? |  |  |  |
| **Ensuring Program Currency:**   1. Do we regularly access respected sources of relevant information to ensure that  concepts and skills taught reflect current best practice? 2. Are our teachers and instructors in good standing with the College of Nurses of Ontario and the Ontario College of Teachers? 3. Do we acquire and use teaching resources that reflect current best practices? 4. Do we support our teachers in maintaining currency in their areas of instruction, such as by attending local meetings, workshops, conferences or by obtaining print or other media resources? 5. Do we have a method to ensure that students receive training on current equipment, whether or not we own the equipment? This can include contracts with agencies or  facilities to use or receive training on equipment in the lab or practical component |  |  |  |
| **Program Revision:**   1. Do we have an advisory committee that meets at least annually? 2. Do we conduct annual surveys of stakeholders? 3. Does the advisory committee or the survey distribution reflect the scope of  employment in our area, and include the students, graduates, and teachers? 4. Do we have written documentation of the results of these meetings and surveys? 5. Can we demonstrate that the information resulting from meetings and surveys has been considered and where appropriate, implemented? |  |  |  |
| **Additional or Enhancement Training:** (Training that is included in the program that provides an additional certificate, such as: GPA, F.E.E.D, Food Handlers, Palliative Care, etc.)   1. Do we determine enhancement training in response to one of the following:    * Established sector best practices    * Locally identified needs. 2. Do we have evidence of employer support for courses included/developed on this basis? 3. Do we accurately identify enhancements that are set up to review or refresh skills taught in the PSW program? 4. Do we have detailed course outlines for each enhancement course offered and they each respect the PSW scope of practice? 5. Do we align each of the enhancement courses to one or more of the PSW Training Standard VLOs? |  |  |  |