

PERSONAL SUPPORT WORKER PROGRAM QUALITY ASSURANCE PROCESS

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MISSION:

To provide a system of quality assurance for Ontario School Board PSW programs that meets current industry standards and requirements as well as ensuring that those participating in these programs and the public are assured of excellence in PSW training.

VISION:

To support, advocate for, and assist Ontario School Board PSW programs to continually provide excellence with their delivery of PSW training that meet the needs of the individual students, the communities they serve and sets a national health care training example.

PREAMBLE:

Key to the success of the above mission and vision is for School Board PSW programs to continuously collect and analyze independent evidence to measure the degree to which their PSW Program Graduates are performing the outcomes and competencies expected by the various employers of PSWs throughout the school board community.

These guidelines, which are based on the learning outcomes listed in the 2022 MCU Personal Support Worker Training Standard, will create an educational program which will produce PSW Graduates that are second to none in the province of Ontario.

Ontario School Board PSW Programs have a **Program Training Standard** and are the issuers of an **Ontario Training Program Certificate**.

QUALITY ASSURANCE PROCESS

It is acknowledged and recognized that School Board PSW Programs need to be flexible and autonomous in a manner that suits the students and community which they serve.

It is also recognized that the Ministry of Colleges and Universities PSW Training Standard leads to a post-secondary level certificate; and as such, has a higher level of expectations and performance competencies than do the secondary school credits that are aligned to a School Board's PSW Program.

Therefore, students may be able to earn the associated secondary school credits without having satisfied the MCU PSW Training Standard and as such can earn those credits without earning the PSW Certificate. Note: the MOE requirements for the issuing any of the credits is **not under review**.

COMPONENTS OF THE CESBA PSW QUALITY ASSURANCE PROCESS:

1. Notification letters to each School Board will be sent out approximately 8 months prior to the deadline of the Certificate as well as the materials needed. (Self-Assessment Checklist, QA Assessor's Guidebook, etc.)
2. The School Board will complete the **PSW Program Self-Assessment** Checklist and provide supporting documents to the Quality Assurance Lead Auditor and Support Auditor as outlined in the notification letter.
3. The Quality Assurance Lead Auditor will connect with the school board to initiate planning for addressing any questions, scheduling of submission of the Self-Assessment Checklist, and supporting documents as well as scheduling sites visits of all program locations.
4. Upon completion of the site visit(s), the school board will receive a final report that will include any required items to approve the School Board for the three-year QA Certificate, as well as any recommended items and/or suggestions for enhancement of the program.
5. The School Board will have the opportunity to provide a follow up to the final report and an overview of any needed changes, updates, etc., in a timeline that is deemed reasonable and supportive.
6. The School Board will receive the following:
 - A. QA Certificate that is valid for a **three-year period** if all QA requirements have been met.
 - B. Conditional QA Certificate based on any needed additions, changes, updates, etc., that are to be implemented to receive the three-year QA Certificate. The School Board will also have the opportunity to work with the CESBA PSW Lead/QA Coordinator and the QA Lead Auditor to be supported in the implementation.
7. The CESBA Quality Assurance Process will be a regular part of CESBA's annual fall conference and the PSW Spring Workday in terms of any updates, questions, etc.
8. Copies of submitted documents and the Quality Assurance final report and certificate will be filed by each School Board and with the CESBA main office.

ADMISSION/ENTRY REQUIREMENTS AND ENTRY ASSESSMENT

School board programs must follow the requirements set out by the Ministry of Education. Since school board PSW programs can either be provided through Adult and Continuing Education schools, or through Secondary schools and to support the overall success of obtaining a provincial PSW certificate, below are listed the recommended admission requirements for students:

- Be an Ontario resident.
- Have proof of Canadian citizenship or permanent residency or have gone through the school board's admission process for international students.
- Be at least 18 yrs. of age or older, (with or without an OSSD) if younger than 18, be registered and attending the day school within which the PSW program is held.
- Be given an opportunity to partake in an information session/presentation or alternative means of learning about the program and its requirements.
- Complete a screening process (in the form of a personal interview, written interview etc.) with a program instructor, manager, coordinator to ensure readiness for the program and the ability to be successful.
- Completion of an entrance Literacy assessment to ensure the academic readiness of potential students including identifying level Canadian Language Benchmark, (CLB) score of 6 (or equivalent-i.e.: IELTS or TOEFL) in each of reading, writing, speaking, and listening skills.
- Have the means to attend class and placement as outlined by the program, (transportation, day care, other work commitments etc.)
- Provide documentation to attend placement:
 - Clear vulnerable sector check
 - Medical documentation:(Two step TB test, Covid vaccination, Influenza vaccination, Immunization record and/or Blood Titres) (Any additional requirements set out by the placement)
 - confirmation from their primary health care provider that they are physically and mentally able to meets the demands of the role of a PSW.
- In addition, school board programs **MAY** require any of the additional requirements:
 - provide two professional references.
 - completed a volunteer placement in a health care setting, (LTC home, community agency, hospital)
 - completion of MOE credit in grade 11 math, English and one science credit (in the C or U level)
 - completion of Standard First Aid/CPR-Level C (programs may choose to include this within the program training).

GRADUATION REQUIREMENTS

The PSW training in Ontario is a Post-Secondary College Level Certificate. All educational organizations that provide this training must meet the MCU PSW Training Standards (Jan 2022) as well as the requirements in the Fixing Long-Term Care Homes Act (2020) that requires each program be at least 600 hours in length

Synopsis of the Vocational Learning Outcomes, (VLOs),

Personal Support Worker (Jan 2022)

The graduate has reliably demonstrated the ability to:

1. work within the **personal support worker role** in various care settings in accordance with all applicable legislation, standards, employer job descriptions, policies, procedures and guidelines.
2. practice professionally and be accountable for one's own actions by applying problem-solving, self-awareness, **time management and critical thinking** to the provision of care as a personal support worker, whether working independently or as a member of a team.
3. practice as an engaged member of the interprofessional team to maintain collaborative working relationships for the provision of supportive, safe, responsive and competent client-centred care within care settings.
4. **provide person-centred care**, based on ethical principles, sensitive to diverse personal and family values, beliefs, cultural practices and other needs, which follows the plan of care.
5. establish and maintain **therapeutic relationships** with clients and their families using effective **communication skills** to build a genuine, trusting, and respectful partnership, in accordance with professional boundaries, employer policies, confidentiality, and privacy legislation.
6. identify relevant client information within the roles and responsibilities of the personal support worker using observation, critical thinking, and effective **communication skills** to report and document findings.
7. create, promote and **maintain a safe and comfortable environment for clients, their families, self and others** by implementing current infection prevention and control measures, emergency and first aid procedures, and best practices in pandemic planning that are in keeping with the plan of care, all applicable legislation, and employer policies and procedures.
8. **assist clients across the lifespan** with activities of daily living by applying fundamental knowledge of growth and development, psychological concepts, common alterations in functioning, health promotion, disease prevention, rehabilitation and restorative care, and holistic health care.
9. **assist the client with medication** following the client's plan of care, and if a delegated act, under the supervision of a regulated health professional or done by exception under the most accountable person and in accordance with all applicable legislation and employer policies

10.assist with **household management services and instrumental activities of daily living** in accordance with the plan of care and considering the preferences, comfort, safety and autonomy of clients, families and significant others.

11.assist and support clients who are caregivers, considering **individual and family choices**, professional boundaries and the direction of the plan of care.

12. identify, respond to and report potential, alleged, suspected or witnessed **situations of abuse**, and/or neglect, as required by all applicable legislation, including the Retirement Homes Act, 2010 and the Long-Term Care Homes Act, 2007, and as required within the employers' job description for the personal support workers.

13.assist with the provision of holistic health care and advocacy for culturally safe and spiritually sensitive **palliative and end-of-life care** to clients and to their families and significant others from diagnosis through to death and bereavement, and in accordance with clients' choices and the plan of care.

14.provide client-centered and client-directed care to individuals experiencing various **mental health illness** and challenges, **cognitive and intellectual impairments**, and/or responsive behaviours by using supportive approaches and evidence-based practices to promote positive and safe behaviours in clients*

All graduates must also meet the Elements of Performance (EOP) and Essential Employability Skills (EES).

Please refer to full MCU PSW Training Standard (Jan 2022) Document on CESBA website

ASSESSMENT AND EVALUATION

All aspects of the Program must be in-line with the MCU 2022 PSW Training Standard. Each set of outcomes and expectations should be mapped to each other to ensure they align.

(Please see: CESBA Mapping and Alignment Document on the CESBA Website)

Students are assessed and evaluated to **provide safe and competent care** according to:

*Current best practices

*Each of the components in the MCU PSW Training Standards including:

- Each of the 14 Vocational Learning Outcomes
- The Elements of Performance for each of the Vocational Learning Outcomes
- The Essential Employability Skills including:
 - Communication
 - Numeracy
 - Literacy
 - Information Management
 - Interpersonal and Personal Skills

***Students must achieve a minimum of 70% in the theory component, lab and placement, with an**
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80% minimum in the following listed skills, (during lab, supervised clinical and consolidation placements).

Mobility

- 1 person transfer
- 2-person transfer
- Mechanical left (i.e. Hoyer, ceiling)
- Sit to stand mechanical lift

Infection Prevention and Control (IPAC)

- Handwashing
- Donning and doffing / PPE
- Glove use

Personal Hygiene

- Complete Bed Bath
- Female Peri-Care
- Male Peri-Care

The following Policies Regarding Assessment Evidence and Documentation Must Be Followed:

- All tests, quizzes and assignments are aligned with the specific PSW Module and Vocational Learning Outcome(s).
- All test, quizzes and assignments are retained by the school and kept on file for **One Year** from the date of graduation.
- **Master file** of all tests, quizzes, assignments, and evaluations including any modified versions and rewrite versions available. *These will be reviewed during the QA process.*
- Marking schemes for all tests, quizzes, assignments, assessments, and evaluations are made available to the student prior to completing the assessment.
- All tests, quizzes, assignments, assessments, and evaluations are reviewed with the student after completion and/or marked.
- All tests, quizzes assignments, assessments and evaluations should be marked so that a culminated mark of **70% is achieved in each PSW module/VLO**. It is required that an achievement of 70% in lab and all placements be obtained and 80% in the previously identified skills.
- Any student who does not achieve the minimum of the 70% or 80%, should have the opportunity to provide an alternative method of assessment with the understanding that they will receive a recorded final grade of no greater than the 70% or 80%
- A maximum of **three re-writes/re-takes** will be allowed per student throughout the program
- Documentation to track accommodations and modifications that were made available by students based on individual needs assessment related to the student's IEP or instructor discretion must be kept in student file

- Following any credit recovery, documentation regarding the credit recovery process, the individual situation, actions, and outcomes to include which VLOs were covered and documentation of demonstrated competency must be included in the student file
- Documentation to clearly outline any re-entry/next steps for success plan if a student is not successful in a particular VLO/Module or placement component.
- Re-entry plans need to outline full completion of the program within two-years from initial start date. If longer than the two-year period, the program must be restarted.
- Report card/transcripts generated for each student, with module/credit average indicated
- Each program may use its own discretion for attendance policies but must adhere to the **maximum** 10% absenteeism standard in theory however students must complete 100% of all placement hours.
- Students must complete the CESBA Provincial Exam and obtain a mark of 70% to obtain their PSW Certificate. A **maximum of 2 re-writes for the CESBA exam** (different versions for each re-write must be used). (**Please see options for the CESBA Provincial Final Exam on the CESBA website**

Boards are required to develop a “Student Handbook” or “Program Handbook” that outlines the following:

- Program Vision Statement and/or Mandate
- Entry Requirements
- Attendance Requirements
- Grading
- Protocols for
 - Confidentiality
 - Student conduct
 - Academic dishonesty
 - Disciplinary actions etc.
- Assessment and Evaluation Policies and Requirements
- Re-entry plan
- Academic requirements
 - Theory
 - Lab
 - Placements

THEORY MODULE/VLO BREAKDOWN

Minimum of 330 hours

VLO Breakdown (see full MCU PSW Training Standard requirements on CESBA website)

Below are **recommended** number of hours assigned to each of the Modules (PSW VLOs): these may fluctuate depending on number of theory hours delivered, class size, etc.

PSW MODULE	VOCATIONAL LEARNING OUTCOME/VLO COVERED	RECOMMENDED MINIMUM NUMBER OF HOURS
Role of the Worker	#1 #2 (#4, #5)	26
Optimal Support and Care Planning	#3 (#2, #8)	20
Individuality/Person Centered Care	#4 (#8)	24
Therapeutic/Interpersonal Communication Skills	#5 #6	16
Safety (Worker, Client, IPAC Others)	#7	20
Care Across the Lifespan (Ongoing Conditions)	#8 (#4, #6)	24
Assisting With Medications	#9	18
Household Management and IADLs	#10 (#8)	24
Supporting and Assisting the Family	#11 (#8)	16
Responding To Abuse	#12	18
Palliative/End of Life Care	#13	12
Cognitive Impairment and Mental Health	#14	28
Assisting with Personal Hygiene	Encompasses all VLOs	30
Assisting with Mobility	Encompasses all VLOs	30
Anatomy and Physiology	Encompasses all VLOs	24
TOTAL HOURS		330

****Each assessment and evaluation piece should clearly be linked to a specific VLO/Module and the overall evaluation of the student should reflect a minimum of 70% or 80% as previously outlined**

CLASSROOM TEACHING STAFFING REQUIREMENTS

All school board PSW program instructors are required to be either an RPN/RN that is in good standing with the College of Nurses of Ontario (CNO)

- Instructors are qualified with a minimum of two (2) years current, relevant work experience in a Canadian health care setting, including a clinical environment such as long-term care/community/chronic care setting.
- Preference should be given to those who have experience with training, supervision of or direction of PSWs.
- Preference may also be given to those RNs/RPNs who are **ALSO** Ontario College of Teachers Qualified (OCT).
 - Those without their OCT but have appropriate CNO qualifications and relevant nursing experience can be hired on a letter of permission (LOP).
- Programs need to keep on file resumes and CNO# of all instructors.

LABORATORY

- Required to provide **approximately 30% of theory hours to lab training and practice for students.** (This will also be based on the total number of students in each class)
- Teaching and assessment according to best practices for competency and safety with each of the VLOs and skill sets attached.
- Teaching and assessments need to be completed by an RN or RPN in current and good standing with the CNO.
- Equipment: Please see accompanying equipment list for recommended items and ratio
- Assessment and evaluation documents showing the progression and successful completion at the 70% or 80% based on the specific skill, for competency and safety. This would be in the form of a **Lab Passbook/Skills book**. Other assessments can include a Lab Culminating or Lab Exam. **See the Self-Assessment Checklist for full list of tested skills.**
- The **assessment and evaluation of skills in the lab are to be at a ratio of 10:1**, student to instructor. (Classroom sizes may be larger but the required 10:1 ratio allows the instructor to accurately assess each student's ability to safely perform each skill).
- Appropriate equipment and supplies, (in good working order), as well as space is available for instruction-Whether owned, rented, or accessed through a living classroom model as per the 10:1 ratio. (See the comprehensive lab equipment list and overview below)
- A lab handbook or detailed overview that includes the following:
 - areas to be assessed.
 - list of skills to be assessed (Lab/Skills Passbook)
 - A lab passbook/skills passbook or similar on-going assessment tool is used to provide a regular evaluation and areas of need overview for each student. (In addition, this could also include a final lab assessment practical test and theory test)
 - overview of the assessment tools to be used.
 - protocols for performance
 - attendance
 - lab lesson plan(s)

CESBA DSB PSW Program Comprehensive Equipment List

The following items need to be made readily available for students to have access to for practicing the skill sets in a laboratory setting. This can be done at a classroom/lab site, a Living Classroom site or while on supervised clinical placement.

- Hospital/LTC type bed with bed rails
- Overbed table, bedside table
- Linen: fitted sheets, flat sheets, flannel/cotton blankets, bedspread/comforter, Incontinent pads: reusable and disposable (at least two sets per bed)
- Items for Bathing: wash basins, assorted white face cloths, hand towels, bath towels, pericloths, (in a different colour other than white), samples of disposable bath wipes/cloths, dry shampoo caps, peri-care soaps, etc.
- Wheelchair, (not just a transport chair)
- Walkers: 2 wheeled, 4 wheeled, 4 points
- Canes: quad and single point
- Crutches
- Transfer belts, (various sizes)
- Transfer board
- Bed Pan: Regular and Fracture
- Urinary Supplies:
Male and Female urinals, graduated pitcher, nun's caps, urine sample containers
- Oral Care Supplies:
Dentures, denture cup, swabs, toothbrush, kidney basins
- Catheter Care Supplies:
Night bags, leg bags, assorted sizes for in-dwelling catheters and intermittent catheters, condom catheters, catheter plugs, catheter clips, catheter anchors.
- Ostomy Care Supplies:
Assorted types of flanges, one- and two-piece ostomy bags
- Oxygen Care Supplies:
Nasal cannula, nebulizer, O2 masks.
Access to O2 portable tanks and concentrators at LTC home on placement
- Vital Sign Equipment:
Dual stethoscopes, single stethoscopes, BP cuffs, electronic BP machine, pulse oximeter, digital and tympanic thermometers
(Access to a Vital Sign tower is helpful)
- Hot water bottles and ice packs
Assorted Incontinent Products: briefs, pads, pull ups
- Assorted samples of fleet enemas, specimen swabs, suppositories
- Samples of eyeglasses, hearing aids
- Feeding Supplies: adaptive utensils, shirt protectors, thickening powder, etc.

- Personal Care Supplies:
Nail Care: emery boards, files, clippers (students may bring in their own)
Shaving: electric and blade razors, (students may bring in their own)
- Sharps Container
- PPE: gowns, gloves, masks, goggles
- Assorted Adaptive Devices: eating utensils, grab sticks, etc.
- IV pole
- Assorted Dressing supplies: 2x2 and 4x4 gauze, Tegaderm, ABD pads, etc.
- Medication Supplies: dosette, blister packs, pill splitter, samples of saline bags
- Compression stocking: full leg and to the knee
- Mannequin: adult, full body with interchangeable genitalia, adult clothing including hospital gowns
- Set of Baby Supplies: diapers, bottles, baby dolls/mannequins, baby clothes
- After death kit/shroud
- Assorted Household Management Equipment: Washer, dryer, iron, kitchen facilities

Classroom Should Contain:

First Aid Kit
 Cleaning Supplies and Equipment
 Whiteboard/Chalkboard/Smartboard
 Computer/Laptop-accessible for students to use
 Access to Internet

Students Must Have Access to The Following in the Lab or On Supervised Placement:

- Mechanical Lifts: Hoyer, ceiling, sara and sit to stand (as well as assorted types/sizes of slings)
- Commercial Bathtub (in hospital or LTC home)

Guidelines for Equipment:

The number of each item will depend upon class size: most items should be a ratio of 1:10, (beds, wheelchairs, etc)

Smaller items should be a 1:5, (catheter supplies, ostomy supplies, Vital sign equipment, etc)

Equipment should be maintained in good working order

Consumable items should be replenished with each class, (i.e. PPE supplies, incontinent supplies)

DSB PSW Programs should identify and document how students are accessing and practising on items not provided in the lab (i.e. are they visiting an outside source for practice on these items, extra days in clinical to be oriented on items, etc.)

Programs should also identify if the equipment is rented, owned, borrowed, etc. and how often do students have access to the lab/equipment for practicing.

Equipment can often be obtained through local LTC homes, hospitals or community agencies that have an excess of items they are getting rid of, but still in good working order. Often community agencies

get a return of un-used items when a client is no longer in need of equipment and are happy to donate to a program. Look to your local service clubs such as Lions Club or Kiwanis to see if they have equipment that could be rented/borrowed.

SUPERVISED CLINICAL PLACEMENT COMPONENT

- **Minimum of 90-110 hours of placement in a LTC home**
- Assessment of each student for competencies in the skill sets at a satisfactory, (at the 70% or 80% level in the lab skills **prior to** entry into the supervised placement setting
- Assessment of each student for competencies in the skill sets at the satisfactory, (at the 70% or 80% level), upon completion of the supervised placement
- **Ratio of 10:1** (students to instructor) while on the floor.
- WEA forms completed for each student for each placement as well as an MOA/MOU for each placement
- A clinical handbook overviewing the following is provided to each student:
 - requirements for entry into the clinical placement, (i.e.: successful completion of theory and lab)
 - requirements for confidentiality, code of conduct
 - attendance requirements (100% of hours must be attended, plan to make up any missed hours)
 - overview of assessments to be used while in the clinical placement
 - requirements for successful completion of the clinical placement
 - overview of next steps for success/re-entry plan if a student does not meet the competencies
- A Personalized Placement Learning Plan, (PPLP) is completed prior to entry into the placement and reviewed throughout each of the placements, (clinical and consolidation)
- both a **mid-term and final evaluation assessments** are completed in writing and reviewed with the student
- All necessary documentation for students is completed and provided to the placement- **students are not able to attend placement if ALL required documentation is not completed and submitted**
- Clinical Instructors:
 - Students are under the direct supervision of the program instructor/teacher
 - RN or RPN and hold a current registration with the CNO in good standing with no restrictions

Follow the expectations and requirements set out by the College of Nurses of Ontario for UCPs:

https://www.cno.org/globalassets/docs/prac/41014_workingucp.pdf

CONSOLIDATION (PRECEPTOR) PLACEMENT COMPONENT

- **Minimum of an additional 220 hours**
- **Minimum of at least one community setting placement for a minimum of 110 hrs**
 - retirement home
 - home care agency
 - adult day program
 - group home
 - hospice
 - Respite
 - other agencies and organizations where clients direct their own care or services that are provided to clients in the community:
 - school based programs
 - diabetes education programs
 - Alzheimer's programs etc.
- Students should be assessed and provided placement opportunities that can also meet their interests and suitability in order to achieve success. Supporting the student's choice where available and feasible should be done.
- Assessment of each student for competencies in the skill sets at a satisfactory, (at the 70% or 80% level) at the completion of the consolidation, (preceptor), placement
- A consolidation handbook overviewing the following is provided to each student:
 - requirements for entry into the consolidation placement, (i.e.: successful completion of supervised clinical placement requirements)
 - requirements for confidentiality, code of conduct
 - attendance requirements
 - overview of assessments to be used while in the consolidation placements
 - requirements for successful completion of the consolidation placements
 - overview of next steps for success/re-entry plan if a student does not meet the competencies
 - overview of expectations for preceptors:
 - assessment of students
 - those at risk
 - skills that can/cannot be done
 - completion of both a mid-term and final evaluation assessment in writing for each placement that is reviewed with the student
- WEA forms completed for each student for each placement as well as MOA/MOU with each placement
- All necessary documentation for students is completed and provided to the placement
- At least one in person visit with both the student and preceptor, and an additional two more visits, (through virtual meeting, in-person, phone-call-more visits may be needed if a student is at risk)
- Suitable consolidation placements include:
 - additional placement in a LTC home

- Hospital
- Any placement mentioned for Community placement above

CESBA PROVINCIAL FINAL/EXIT EXAM

Each school board program is required to administer the CESBA Provincial Exam for each cohort of students.

- Versions of the exam can be found on the CESBA website.
<https://cesba.com/resources/personal-support-worker-psw-exam-resources/>
- Passcode for the exams can be obtained from the Quality Assurance coordinator.
aplunkett@cesba.com
- The exam must be completed successfully for students to obtain their certificate.
- No more than two (2), attempts are allowed (each attempt **must** use a different version of the exam)
- A 70% mark in the exam is considered a pass.
- Completed exams should be kept on file for a minimum of one year from the completion of the program
- Students may access the same academic supports for the final exam as with other theory assessments, (scribing, extra-time, etc.)

ADVISORY COMMITTEE

Every school board PSW program is required to have an advisory committee that provides the following:

- meets a minimum of once per program year either virtually or in the form of a survey etc.
- provides a membership consisting of the following representation:
 - LTC homes
 - hospital setting (if using hospital for placements etc.)
 - minimum of at least 4 community agencies/organizations
 - current student
 - graduated student
- If using surveys, they must be specific to the person/agency specifically. (i.e. the survey for a LTCH would be much different than one for a student)
- No matter the format, the committee would provide constructive feedback and input on aspects of the program, (i.e. lab assessment pieces, development of student handbook, clinical and/or consolidation evaluations, development of theory lesson plans, assignments, assessments, etc.)
- If in-person or virtual meetings are used, minutes/notes must be taken.
- No matter the format, action plans will be developed and follow up on implementation
- Minutes/notes/surveys/action plans and follow up - to be kept on file for at least 2 years

DATA COLLECTION

Each school board program is required to collect and keep on-going program data to be submitted to CESBA bi-annually as follows:

- registration/enrolment for each program site and each program semester
- number of graduates for each program site and each program semester
- number of students who obtained their OSSD while in the PSW program
- information on partnerships developed, expansion/addition of sites and/or programming
- qualitative data on challenges and successes
- CESBA will provide each program a survey to complete to collect the required data/information

CESBA RETENTION OF PSW DOCUMENTATION

All dates are from the time of graduation.

Files to be kept for current cohort plus 1 year after graduation.

- Entrance Interviews
- Literacy Assessment
- Student contracts
- Medical forms and immunizations (kept in locked area with limited access)
- Attestation forms (for residency, Canadian citizen, etc)
- WHMIS
- First-Aid/CPR certificate
- Any other certifications obtained in the PSW program (i.e. GPA, FEED)
- Theory Evaluations (tests, quizzes, assignments, etc)
- Grade sheets
- Lab Performance (lab passbook)
- CESBA Final Exam
- Work Education Agreement
- Confidentiality Agreements
- Placement Logbook hours – completed and signed off
- Clinical and Consolidation Evaluations and Assessments
- Vulnerable Sector Check
 - we recognize they may only be valid for 6 months for placement purposes but must be kept for 1 year for QA purposes
- PSW Certificates (must be kept for 10 years)
- PSW Specific Transcript (must be kept for 10 years)