

**National Association of Canadian Opticianry Regulators**

NACOR



**EDUCATIONAL AGENCY MANUAL**

**For**

**NACOR ACCREDITATION**

**2008**

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## Introduction

The National Association of Canadian Opticianry Regulators [NACOR] is a federation of ten provincial regulatory bodies, and two of their stated goals are “to develop quality benchmarks for accreditation standards and processes for Opticianry” and “Monitor and investigate common issues related to accreditation and mobility of Opticians nationally and internationally.”

As one of its primary projects, NACOR is charged with developing, coordinating and managing a national accreditation process for Opticianry programs.

The primary objective of this initiative is the identification of those Opticianry educational programs meeting NACOR academic requirements and criteria for accreditation.

Further, it aims to:

- provide an auditing mechanism independent of the educational system
- assure the educational community and the general public that a program has clearly defined and appropriate objectives and is meeting them
- ensure that a program reflects current technical practices and educational methodologies
- promote portability of qualifications through the provision of nationally accredited educational programs
- maintain a national registry of accredited programs
- stimulate curriculum improvement.

The purpose of this manual is to assist those Educational Agency (EA) personnel who will be preparing their school’s documentation for national accreditation evaluation by NACOR. It is also intended to ensure that a standard, consistent, national procedure is followed by every EA. To facilitate use, a list of definitions and acronyms has been provided in [Appendix A](#).

## Policy

### Accreditation Decisions and Status

1. Full accreditation is six (6) years. It is granted when the program meets all four (4) requirements and all seven (7) major criteria, as listed on page 9 of this document.

The decision may be to:

- a. Grant full accreditation with no findings or opportunities for improvement;
  - b. Grant full accreditation with findings and opportunities for improvement; or
  - c. Grant full accreditation with findings and opportunities for improvement and an interim report.
2. Partial accreditation is two (2) years. It is granted when a program meets 75% of the four (4) requirements and the seven (7) major criteria are met. Recommendations may be both major and minor in nature.

The decision may be to:

- a. Grant partial accreditation with findings and opportunities for improvement and an interim report.
3. Accreditation denied. The program has failed to meet several of the major criteria and four (4) requirements. The recommendations, findings and opportunities for improvement are extensive.

The decision may be to:

- a. Deny accreditation. A full survey and revisit are required.

### Accreditation Fees

#### ***Application and Accreditation Fees (for more detail see [Appendix F](#))***

1. Fees are charged for accreditation reviews. NACOR approves the NACOR accreditation fees. The Opticianry program/school is responsible for paying the NACOR accreditation fees.
2. A non-refundable administration fee of \$250.00 must be remitted with the NACOR application for accreditation.
3. Accreditation fees are \$2500.00. The fee is payable following completion of the accreditation review.
4. The Educational Agency (EA) is responsible for the costs of the site visit including:

- a. travel, and two (2) days accommodation and meal expenses for two (2) assessors
- b. per diem for two (2) assessors paid at \$200.00 per day

### **Annual Renewal Fee**

1. Accredited programs annual renewal fee is \$400.00 per year for each program site beginning one year after accreditation.

These fees are subject to change, and institutions will be notified of current fees prior to commencing the accreditation process.

### **Maintenance of Accreditation**

1. A program change is any alteration in the curriculum and learning outcomes of an Opticianry program from that which was accredited. Major changes are reviewed by the National Board of Opticianry Accreditation to determine if the magnitude of the changes requires an interim report, or a full accreditation.
2. A major change occurs when the philosophical underpinnings of the curriculum change or more than one third of the program learning outcomes are changed.
3. A minor program change occurs when the flow of learning or revisions to the course learning outcomes alter without impacting the underpinnings of the curriculum and less than one third of the intent/outcomes are changed.
4. The National Board of Opticianry Accreditation reserves the right to review the accreditation status during the accredited period upon:
  - a. Request from the Program or its parent institution indicating that major changes affecting their ability to meet the standards have occurred; or
  - b. A written complaint addressed to National Board of Opticianry Accreditation based on actual violations of one or several accreditation standards.
  - c. The annual review. Should a major change go unreported at the annual review the program status may be put in jeopardy

### **Revoking Accreditation Status**

1. The National Board of Opticianry Accreditation may revoke the accreditation status of an Opticianry program in the event that there is documented evidence that the requirements are not currently being met.
2. The National Board of Opticianry Accreditation may revoke the accreditation status of an Opticianry program that fails to comply with requirements for reviews and reports identified at the time of accreditation.
3. If the accreditation status has been revoked, a program/EA has the right to appeal the decision to the Executive Committee of NACOR within 30 business days of receipt of their decision.

### **Extension of Accreditation**

The National Board of Opticianry Accreditation may consider the application of an Opticianry program requesting an extension of the accreditation status under the following circumstances:

1. An EA is undertaking a major revision of its program curriculum, which will not be completed when the current accreditation ends.
2. An EA is in a new partnership with one or more institutions to deliver its program, and the other schools will not be ready for their accreditation review when the accredited Opticianry program's accreditation ends.

### **Accreditation Appeal Process**

1. The appeal process will provide for the fair and equitable adjudication of the entire accreditation process.
2. The appeal process' primary goal is to ensure the maintenance of educational requirements.

#### ***Appeals***

An EA may appeal the following decisions within 30 calendar days of receiving written notification of the results related to accreditation from NACOR or its representatives. The following are the major reasons that could warrant an appeal.

1. The EA disagrees with either the recommendations or the accreditation status that has been accorded after completing the entire NACOR process.
2. The program has been denied accreditation, or its accreditation status has changed as a result of the completed accreditation process.

The appeal must be submitted to the NACOR Executive Committee in writing explaining the reason for the appeal. If the NACOR Executive Committee determines that a formal appeal is required (that the situation cannot be resolved informally), they must convene an **Appeal Committee** consisting of members who were not on the accreditation Survey Team. This committee will consist of 3 members appointed by the NACOR Board of Directors and two others appointed by the CAO. The EA is responsible for covering the costs of the appeal if the appeal is denied. Costs may include the costs of travel, communication, personnel and a possible site visit/revisit. There is no cost to a program for an appeal that is granted.

### ***Appeal of Accreditation Status***

The appeal must clearly state the reason(s) the assessment is considered unjustified and must be accompanied by supporting evidence in writing.

During the period in which the appeal is being considered, the previous accreditation status (if any) prior to the appeal remains in effect

The Appeal Committee will provide a final decision on the appeal, with justification, in writing, within 40 calendar days of receipt of the appeal.

### ***NACOR Committee Decision on Appeal***

The Appeal Committee informs the program of its decision, within 40 calendar days. The appeal Committee takes one of the following actions:

- Grants the appeal and accords an accreditation decision based on the program's assessment and/or new evidence submitted
- Denies the appeal and maintains the program's accreditation decision with no further action
- Requests additional information if the program's response has provided insufficient evidence of compliance with the accreditation requirements

The decision of the appeal is final, once the appeal process has been completed and a decision rendered

## The Accreditation Process

### The Accreditation Process Exists To:

- Determine the degree to which Optician programs meet the competencies defined in the National Accreditation Standards Framework.
- Provide criteria for the evaluation of new and established Opticianry programs
- Facilitate labour mobility through the maintenance of national standards
- Ensure that the education of Opticians focuses on and prioritizes the well being of the clients.

### The Accreditation process is supported and defined by:

#### Four requirements and seven major criterions

#### Requirements:

REQUIREMENT ONE: The program outcomes and delivery ensure that graduates achieve the entry-level competencies for the individual disciplines of dispensing eyeglasses, dispensing of contact lenses, dispensing of sub-normal vision devices, and the measurement of refractive error as defined in the National Accreditation Standards Framework document.

REQUIREMENT TWO: Students are supported in their learning with the resources required to achieve competencies specified in the National Accreditation Standards Framework.

REQUIREMENT THREE: Processes for program evaluation are in place to ensure on-going quality control and improvement.

REQUIREMENT FOUR: The administration of the program supports academic success in a responsive and collaborative environment.

These requirements are applied to defined areas of program delivery taking into account the National Accreditation Standards Framework, which has been accepted by all signatories of the Mutual Recognition Agreement (MRA). The desired outcome is to provide a process, which is effective in protecting the consumer.

#### Major Criterions

1.1 The program's goals and the competencies achieved through the curriculum are consistent with the National Accreditation Standards Framework.

1.3 Student achievement of the competencies is measured/evaluated throughout all delivery modalities used in the program including in the practice environment.

1.4 Graduate statistics illustrate that students have achieved the competencies in the National Accreditation Standards Framework.

2.1 The post secondary institution, through its Opticianry Program, ensures that each student is prepared and provided with access to the appropriate academic information, learning tools, opportunities and resources necessary to successfully complete the program.

3.1 Processes for program evaluation result in continuous quality improvement.

3.2 The program implements recommendations from a NACOR accreditation review to ensure compliance with the NACOR process and requirements.

4.2 The program provider maintains enrolment, attrition and graduation data for the program and uses such data to make program adjustments as required.

### **Operating Principles**

#### **The Accreditation Process:**

1. Consists of a national approach that takes into account jurisdictional and disciplinary differences
2. Validates, complements and does not substitute for individual program protocols and evaluations
3. Recognizes the role and utility of the process and does not diminish either the autonomy of educational institutions or that of regulatory bodies
4. Adheres strictly to the confidentiality of program and student information and complies with privacy legislation in each provincial jurisdiction
5. Strives to be a cost-effective process that is widely accepted
6. Promotes education which endorses safe and ethical client/patient care
7. Ensures that participants in the process declare a conflict of interest as applicable

## **Profile of the Membership of the National Board of Opticianry Accreditation**

The Board of Accreditation consists of seven members.

- Three of the representatives are to be chosen by NACOR Board of Directors.
- Three of the representatives are to be chosen by the opticians Canadian Association of Optician Educators (CAOE) Board of Directors.
- One member will be chosen by NACOR from Industry or Opticianry at large.

## **Role and Responsibilities of the National Board of Opticianry Accreditation (“the Board”)**

- The Board establishes and revises accreditation requirements and processes as needed.
- The Board establishes, administers and abides by protocols such as conflict of interest, confidentiality and privacy.
- The Board establishes, administers and abides by policies and/or procedures related to accreditation (e.g. disclosure, appeals).
- The Board directs administration staff to determine the eligibility of a program for accreditation after careful review of the preliminary submission of documentation.
- The Board selects a 3 person Survey Team for a specific program accreditation.
- The Board makes final decisions related to a specific program’s accreditation based on recommendations from the Survey Team.
- The Board directs the administration staff to communicate the decision results of the accreditation review to the program.
- Board refers appeals regarding process or the decision to NACOR
- The Board directs administration staff to communicate with programs regarding compliance, through written notification and electronic communication.
- The Board monitors compliance with accreditation requirements through regular communication with the educational programs.
- The Board reports to NACOR on an annual basis.

### **Report Reviewer**

A report reviewer may be employed by the administration staff when making the initial decision on eligibility of a program or when reviewing the reports of the survey team and the recommendations. This may be necessary if, for example, a staff member is not a specialist in the professional area of the request or the report.

### **Profile of the Membership of the Survey Team**

- The Team Leader must be an individual with previous experience in accreditation. For the initial and perhaps all accreditations in the first two years a specialist from another profession will lead the survey team. This will allow time for opticians to become experienced in their own accreditations.
- Each province will provide names of possible team members. These names will be screened and must be acceptable to both NACOR and CAOÉ.
- In preparation for the survey team members to become competent site evaluators and future team leaders each member must complete the Site Evaluation Course through the Association of Accrediting Agencies of Canada

### **Role and Responsibilities of the Survey Team**

- The Survey Team receives reviews and assesses the accreditation [Phase 2](#) Program Submission.
- The Survey Team Conducts the Accreditation Site Visit
- The Survey Team drafts a preliminary assessment report for comment and forwards it to the program within established timelines. ([see report template](#))
- The program has the opportunity to respond within the appropriate timelines in order to further inform the Survey Team. All feedback is integrated into the final report and reviewed by the team prior to submitting the Final Survey Team Report to the National Board of Opticianry Accreditation

## National Accreditation Standards Framework

The Standards Framework contains the competencies that opticians are expected to possess as an outcome of their education in opticianry in order to provide the public with safe and ethical care. When reviewing the document, the reader will observe eleven broad competency statements that encompass the primary areas of responsibility undertaken by the optician while engaged in the practice of opticianry. Within each of the broad competency statements are sub-competencies that define the minimum level of knowledge and skill required to meet each competency statement. It should be noted that the function of dispensing eyeglasses, contact lenses and subnormal vision devices and of refracting share many common competencies that have been grouped together to avoid duplication.

### National Accreditation Standards Framework

<b>A. Practice according to the codes of conduct and professional standards</b>
A1) Explain the function of the Regulatory body, professional associations and provincial regulatory legislation.
A2) Adhere to the Standards of Practice, legislation and code of ethics related to the Dispensing of Eyeglasses, Contact Lenses and Sub-Normal Vision services and of Refracting.
<b>B. Promote and ensure appropriate vision care for the patient.</b>
B1) Gather and analyze meaningful data.
B2) Record information accurately.
B3) Prepare recommendations based on defined needs.
B4) Teach patients about good vision care.
B5) Evaluate the patient's application of eyeglasses, contact lenses, and sub-normal vision devices.
B6) Plan and deliver follow-up care.
<b>C. Conduct business in a professional manner.</b>
C1) Manage time and organize patient care effectively and efficiently.
C2) Manage human resources.
C3) Perform marketing tasks.
C4) Control inventory.
C5) Use current business practices and technology.
C6) Comply with applicable business laws and regulations.
C7) Apply problem-solving skills.
C8) Perform administrative tasks.
<b>D. Assess patient vision and visual needs within the scope of practice.</b>
D1) Demonstrate an understanding of the structures and functions of the eye.
D2) Demonstrate an understanding of the external anatomical structures.
D3) Demonstrate an understanding of the visual pathway.
D4) Demonstrate an understanding of the photochemistry of vision.
D5) Demonstrate an understanding of visual fields.
D6) Demonstrate an understanding of binocular function.
D7) Demonstrate an understanding of refractive conditions of the eye.
D8) Demonstrate an understanding of ocular motility .
D9) Understand the correction of visual error and apply principles of refraction.
D10) Analyze data to design ophthalmic appliances.
D11) Integrate concepts of anatomy, physiology and pathology in order to provide optimum care.
<b>E. Fit, prepare and dispense appropriate devices using current practices and technology.</b>

E1) Demonstrate an understanding of physical optics.
E2) Interpret the prescription.
E3) Understand and apply knowledge of lens theory for the correction of ametropia.
E4) Apply knowledge of binocular vision.
E5) Troubleshoot.
F. Fit, prepare and dispense appropriate eyeglasses using current practices and technology.
F1) Apply knowledge of lens theory and perform ocular measurements.
F2) Demonstrate an understanding of aberrations.
F3) Use ophthalmic instruments and aids for eyeglass fitting.
F4) Advise and assist with frame and lens choice.
F5) Design, prepare and order eyeglasses.
F6) Fabricate eyeglasses and perform needed repairs.
F7) Evaluate completed eyeglass product.
F8) Deliver eyeglasses.
G. Fit, prepare and dispense appropriate contact lenses using current practices and technology.
G1) Interpret the prescription.
G2) Develop patient's visual profile.
G3) Use ophthalmic instruments and devices to perform ocular measurements and assessments for contact lens fitting.
G4) Evaluate existing contact lens.
G5) Review range of lens choices.
G6) Use diagnostic lenses and calculate contact lens specifications.
G7) Design, prepare, order and modify optically correct contact lenses.
G8) Evaluate and correct performance of contact lenses.
G9) Provide follow-up care and evaluate anomalies affecting contact lens wear.
G10) Demonstrate proper aseptic techniques for contact lenses.
H. Fit, prepare and dispense appropriate sub normal vision devices using current practices and technology.
H1) Recognize symptoms specific to the low vision patient.
H2) Interpret the prescription and evaluate the patient needs.
H3) Advise patient on purchase, use and maintenance of sub normal vision appliances.
I. Implement and maintain infection control and safe practices.
I1) Demonstrate proper aseptic techniques.
I2) Teach patients proper hygiene protocols.
I3) Recognize and control infection hazards.
I4) Use safe procedures related to tools, equipment and products.
J. Communicate effectively.
J1) Use a wide range of verbal and nonverbal communication strategies.
J2) Communicate effectively with health care professionals and patients.
J3) Prepare documents and patient records.
J4) Use effective interpersonal skills to resolve conflicts and complaints.
K. Perform as a member of a health care team.
K1) Collaborate as both a team member and team leader in the workplace.
K2) Liaise, refer and interact with all eyecare professionals.

## Summary of the National Accreditation Process

This is a step-by-step overview of the three phases of the national accreditation process from application to conclusion.

### Phase 1

Educational Agency (EA) obtains a National Accreditation [Phase I Information Package](#), including an application form, from NACOR.

1. EA submits a complete Phase 1 package to the NACOR office containing:
  - a. a completed copy of the application form
  - b. a copy of the EA calendar containing a summary of course details and other EA information (if course details are not included in the general calendar, other documentation covering course details must be provided)
  - c. a copy of each promotional brochure and any other literature describing the opticianry program offerings to the public.

*\*\*The application fee must be submitted to the NACOR office with the application.*

2. NACOR administration determines eligibility of the program for accreditation.
3. NACOR notifies the EA as to whether the application has been approved, and, if so, at that time will provide instruction on how to proceed with Phase 2.

### Phase 2

Phase 2 documentation should be submitted in *MS Word format* (on CD or a data key), with the exception of major competency portfolios, which may be submitted in hard copy, if necessary.

1. NACOR will provide assistance for the EA (EA must contact NACOR office to arrange).
2. EA completes the [Phase 2 submission](#) and submits **a complete set including student portfolios**, and **one set minus student portfolios**, to the NACOR office. Details of submission content requirements are provided in the next section.
3. Each portfolio must include three samples (highest, middle, and lowest grade) of **student work**, such as:
  - a. graded assignments
  - b. graded laboratory or shop reports
  - c. graded mid-terms (if used) and final exams.

4. Team selection – upon receipt of the Phase 2 documentation, NACOR appoints a team chair and two team members to conduct the NACOR survey team evaluation. All stakeholders (NACOR and EA) must approve all team members.
5. Documentation audit – the NACOR survey team members, in consultation with each other, review the program submission, using NACOR procedures and employing the [National Accreditation Standards Framework](#).
6. NACOR survey team chair makes contact with the EA to establish a suitable visit date.
7. Team meeting – the NACOR survey team will meet prior to the site visit to examine their preliminary outcomes, identify potential deficiencies, and prepare for the site visit, which is generally of two day's duration.
8. Site visit – the purpose of the site visit is to verify the results of the pre-visit documentation review, and to give the NACOR accreditation survey team an opportunity to seek out any information that could not be located in the Phase 2 documentation.
9. The team chair will be responsible for conducting all meetings. There are several components to the on-site portion of the evaluation, and the visit will follow an agenda prepared by the team chair in conjunction with the EA contact. [A typical agenda would include:](#)
  - Opening meeting – team will meet with EA staff to confirm the day's activities.
  - Examination of program facilities – team will tour the facilities, including student services and administration.
  - Interviews – team will interview students, instructors, advisory board members and graduates of the program.
  - Examination of program materials to confirm outcomes.
  - Summary meeting – team will meet to prepare the draft Preliminary Survey Team Report (PSTR).
  - Exit Interview – team will share with EA officials their initial impressions as a result of the evaluation, and reiterate the next steps in the national accreditation process as they relate to the PSTR and the Final Survey Team Report (FSTR.) No accreditation recommendation is given at this time.

The EA must provide a working space for the NACOR team. A copy of the Phase 2 documentation as well as all student work and supporting documentation should be laid out in that space. Relevant program textbooks should also be available.

Following the Site Visit, the following activities will occur according to an agreed upon timeline.

1. Preliminary team report to NACOR– the survey team chair, with the approval of the team members, submits the draft report to the NACOR office for checking and formatting.
2. NACOR review – NACOR office may forward the draft report to a NACOR Program Report Reviewer to verify the report complies with NACOR guidelines. If information is missing this is returned to the survey team for adjustment before sending on to the EA.
3. Review of draft report – NACOR forwards the reviewed report to the EA who will provide response/feedback, including supplementary information if required. NACOR provides the feedback to the accreditation team for their information and consultation on possible changes to the report.
4. Submission of final report to the National Board of Opticianry Accreditation – NACOR incorporates recommended changes following consultation with the team, and distributes the final report to the National Board of Opticianry Accreditation for discussion and accreditation decision. (See [Appendix D](#) for Sample Report, and [Appendix E](#) for NACOR-Defined “Finding” and “Opportunities for Improvement”).
5. Accreditation decision – a decision from the National Board of Opticianry Accreditation will result in a recommendation to NACOR which allows a formal presentation of national accreditation status to the program.
6. NACOR will inform the EA of the results of the accreditation and will present a national accreditation certificate to the EA.
7. If the audit results in a decision ‘not to accredit’, the EA has the right to appeal the decision. The appeal procedure will be provided to the EA at that time.

### **Phase 3 –Annual Review Process**

Accreditation maintenance – it is expected that the program would continue to evolve technically through a process of ‘continuous quality improvement’. However, the EA must keep NACOR informed of any significant program changes that could jeopardize its national accreditation status.

Annual review process – allows the EA to maintain accreditation on an ongoing basis by reporting to NACOR every year after the initial accreditation. NACOR will notify the EA when the annual review documentation is due. The annual review submission contains: details of actions taken to address the requirements of the previous accreditation report; a Major Competency Profile Table; course outlines for new courses; portfolios for new Major competencies and program advisory committee information. A full description of requirements will be supplied at the time of notification.

## Outline for National Accreditation Phase 2 Program Submission

As noted in the Summary of the National Accreditation Process, Phase 2 this submission must also include:

A **complete set including student portfolios**, and **one set minus student portfolios**, to the NACOR office.

Each portfolio must include three samples (highest, middle, and lowest grade) of **student work**, such as:

- a. graded assignments
- b. graded laboratory or shop reports
- c. graded mid-terms (if used) and final exams.

### **ACCREDITATION REQUIREMENTS**

**REQUIREMENT ONE: the program outcomes and delivery ensure that graduates achieve the entry-level competencies for the individual disciplines of dispensing eyeglasses, dispensing of contact lenses, dispensing of sub-normal vision devices, and the measurement of refractive error as defined in the National Accreditation Standards Framework document.**

**1.1 The program's goals and the competencies achieved through the curriculum are consistent with the National Accreditation Standards Framework. (Major Criterion)**

***Documentation Required:***

- a) Provide a statement of program goals.
- b) Provide a description in point format that illustrates how program goals are consistent with the National Accreditation Standards Framework.
- c) Attach, as an appendix, all course outlines in the program. These outlines must identify the learning components and outcomes covered within the program.
- d) Attach, as an appendix, **cross-referencing** of the National Accreditation Standards Framework against the courses, which reflect those competencies.

**1.2 The program is responsive to all relevant stakeholders.**

***Documentation Required***

- a) Attach, as an appendix, minutes or reports of past meetings (within the past three years) involving employer groups, association representatives, or other advisory groups and the relevant recommendations and actions that are resulting from those consultations.
- b) Provide documentary evidence, attached as an appendix, of consultation with stakeholders such as advisory committees, alumni, and employers.

**1.3 Student achievement of the competencies is measured/evaluated throughout all delivery modalities used in the program including in the practice environment. (Major Criterion)**

***Documentation Required***

- a) Describe the mechanisms used to evaluate student achievement of the competencies.
- b) Describe the mechanisms in place to ensure communication between the didactic and clinical training courses, sites or presentations.
- c) Attach, as an appendix, samples of evaluation instruments used to assess student achievement of both theoretical and application-oriented competencies including those used in placements or clinical settings.
- d) Attach, as an appendix, four typical student evaluations/examinations (names deleted) that demonstrate the assessment of student competency. Two of these samples must be practice-oriented.
- e) Attach, as an appendix, samples of both formative and summative evaluations used in the program that appropriately illustrate the measurement of knowledge and skills in the program.

**1.4 Graduate statistics illustrate that students have achieved the competencies in the National Accreditation Standards Framework. (Major Criterion)**

***Documentation Required***

- a) Attach, as an appendix, samples of student feedback evaluations, alumni feedback, as well as employer satisfaction surveys.
- b) Attach, as an appendix, documentary evidence of results of registration/licensing examinations for the most recent three-year period where available.
- c) Attach, as an appendix, graduation statistics for a three-year period.
- d) Attach, as an appendix, documentary evidence indicating the employment level of graduates for the past three years.

**REQUIREMENT TWO: Students are supported in their learning with the resources required to achieve competencies specified in the National Accreditation Standards Framework.**

**2.1 The post secondary institution, through its Opticianry Program, ensures that each student is prepared and provided with access to the appropriate academic information, learning tools, opportunities and resources necessary to successfully complete the program. ((Major Criterion)**

***Documentation Required***

- a) Attach, as an appendix, examples of program and post secondary institution policies and protocols that exist to provide students with accurate information about the Opticianry Program and the profession.
- b) Attach, as an appendix, examples that the program/post secondary institution ensures compliance with provincial and federal regulations, and ensures student exposure to safe working practices.
- c) Attach, as an appendix, a copy of all applicable academic policies.
- d) Describe resources and services provided to students such as student advisement, counseling, financial aid, scholarship and bursary programs.
- e) Describe how students' rights are protected through policies and practice (e.g. confidentiality, freedom from discrimination, privacy). Attach relevant policies as an appendix.

f) Attach, as an appendix, samples of student handbooks and calendars that are used to provide students with accurate information about the program and the profession.

**2.2 The program provides adequate staffing to meet program needs and to ensure the achievement of program outcomes.**

***Documentation required***

- a) Describe the mechanism for the selection process-- the appointment, review and reappointment of program faculty teaching vocationally oriented subjects (both full and part-time) and staff (both full and part-time).
- b) Describe the process used to evaluate and to follow up on instructor performance. If the process varies for full and part-time faculty, please describe the differences.
- c) Identify relevant policies/protocols and professional development opportunities available for faculty including clinical updating, skill enhancement in educational techniques, and advances in the profession.
- d) Describe the faculty-student ratios in each of the following areas: teaching, laboratory and clinic.
- e) Outline the process in place for faculty and departmental meetings and provide, attached as an appendix, copies of minutes for the past three academic years.

**2.3 The program provides sufficient and suitable learning resources, facilities and equipment appropriate for program and course outcomes.**

***Documentation Required***

- a) Describe the variety and quantity of learning resources (inventory) available to students in the program including classroom and library facilities, laboratories, print and audio-visual material/equipment as well as access to electronic and profession relevant resources (e.g., labs).
- b) Demonstrate that the materials and equipment are current and meet industry standards in the profession (e.g., provide examples of current equipment being used).
- c) Provide documentary evidence, attached, as an appendix, that instructors and students have provided feedback on instructional materials and equipment, and that the instructional materials and equipment used are adequate and appropriate to the program and course objectives.

<p><b>REQUIREMENT THREE: Processes for program evaluation are in place to ensure on-going quality control and improvement.</b></p>
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**3.1 Processes for program evaluation result in continuous quality improvement. (Major Criterion)**

***Documentation Required:***

- a) Describe the cyclical mechanisms in place to evaluate the program and implement improvements.
- b) Provide and attach, as an appendix, documentary evidence of the existence of a program and curriculum review committee or body which is either institutional or specifically constituted for the program.
- c) Provide and attach, as an appendix, documentary evidence that employers, instructors and students/alumni contribute to program review.
- d) Provide and attach, as an appendix, documentary evidence that the recommendations of the program and curriculum review have been implemented.

**3.2 The program implements recommendations from a NACOR accreditation review to ensure compliance with the NACOR process and requirements. (Major Criterion)**

***Documentation required (once programs have been through the accreditation process)***

- a) Describe the program's process to monitor compliance with a NACOR accreditation review.
- b) Provide and attach, as an appendix, documentary evidence that program changes that have been made are consistent with NACOR accreditation recommendations.
- c) Provide and attach, as an appendix, documentary evidence of ongoing communication with NACOR regarding accreditation requirements and any changes that the program has undergone.

<p><b>REQUIREMENT FOUR: The administration of the program supports academic success in a responsive and collaborative environment.</b></p>
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**4.1 The program has a clearly communicated structure and lines of authority to support its human and administrative requirements.**

***Documentation Required:***

- a) Attach, as an appendix, an organization chart and job descriptions specifically related to the coordination of the program.
- b) Provide and attach, as an appendix, documentary evidence that persons who administer/supervise each aspect of the program are qualified to ensure fulfillment of the program's goals and outcomes. This is a list of all staff and their credentials and experience.
- c) Provide and attach, as an appendix, documentary evidence that persons who instruct each aspect of the program are qualified to ensure fulfillment of the program's goals and outcomes. This is a list of all instructors and their credentials and experience.
- c) Provide documentary evidence of the communication strategies and coordination that exist with clinical/placement settings (e.g. attach, as an appendix, clinical/placement agreements; describe the coordination of clinical instruction, nature and frequency of communication with clinical settings).

**4.2 The program provider maintains enrolment, attrition and graduation data for the program and uses such data to make program adjustments as required. (Major Criterion)**

***Documentation Required:***

- a) Describe the process used to collect and monitor application, enrolment, attrition, and graduation, data.
- b) Provide and attach, as an appendix, documentary evidence that the data collected has been applied to modify the program as applicable.

**4.3 Requirement: The program has standards related to admission, promotion and graduation that are applied consistently.**

***Documentation Required:***

- a) Identify admissions/promotion/graduation policies and requirements and describe how they are applied.

b) Describe all intake-screening procedures including interviews and assessments utilized in the admission process.

**4.4 Student records are kept according to defined standards related to content, timelines, and confidentiality.**

***Documentation Required:***

a) Describe policies related to the maintenance of records of student learning and the awarding of course credits.

b) Attach, as an appendix, examples of records (**names removed**) of student learning and the awarding of course credits where applicable, that are based on clearly defined criteria.

c) Attach, as an appendix, a sample of the permanent record of the student's achievement/transcript (name removed) within the program.

## Appendix A

### GLOSSARY

#### ***Glossary of Terms Used for Accreditation Purposes***

**Accreditation:** Process of granting accredited status to an institution of higher learning and/or vocational training, a program of study. According to the definition of the term given by Human Resources Canada in its report Occupational Standards and Certification, the "focus of accreditation may include the contents of the education or training program the time devoted to various topics, the methods used, the qualifications of faculty, and the facilities available. Both government agencies and nongovernmental agencies may be involved in accreditation." **Accreditation is a "voluntary, self-regulatory process of evaluation, the purpose of which is to establish the fact that an institution, program or service has met certain standards. Although the process is voluntary, programs that fail to meet the standards of the national accreditation bodies suffer a significant penalty in some cases.** The implications of the term are that degrees, diplomas or certificates issued by non-accredited institutions or emanating from non-accredited programs of study do not have the same status as those issued by accredited institutions, or may not be recognized at all. Accreditation status may be subject to periodic review, and may be withdrawn. Accreditation procedures (including criteria of evaluation and minimum standards) are carried out in different ways in different jurisdictions.

#### **Acronyms**

**EA Educational Agency** - Private and public colleges, or educational institutes offering Opticianry programs in Canada.

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NACOR - National Association of Canadian Optician Regulators is a federation of ten provincial regulatory bodies, and two of their stated goals are "to develop quality benchmarks for accreditation standards and processes for Opticianry" and "Monitor and investigate common issues related to accreditation and mobility of Opticians nationally and internationally." As one of its primary projects, NACOR is charged with developing, coordinating and managing a national accreditation process for Opticianry programs. The primary objective of this initiative is the identification of those Opticianry educational programs meeting NACOR academic standards and criteria for accreditation.

CAOE - Canadian Association of Optician Educators is composed of representatives of the Optical Programs of Canadian Colleges. The CAOE represents the six Colleges offering opticianry programs in Canada. The CAOE was created to address commonalities of opticians programs and to discuss additions to the curricula of the programs.

PSTR - Preliminary Survey Team Report: The visiting team will meet to prepare a Preliminary Visiting Team Report (PVTR). The report, detailing the results of their comparison of the program to the appropriate criteria, and any Findings or Opportunities for improvement, is provided to the Educational Agency for their review and comments.

FSTR - Final Survey Team Report: Comments from the Educational Agency are incorporated into the report, and the Final Visiting Team Report is submitted to the National Board of Opticianry Accreditation discussion and accreditation decision.

**Alternative Delivery Systems (ADS):** Training programs using instructional technology and providing different ways of organizing and delivering instruction (education and training) from the conventional lecture format in which information is transmitted to learners. Alternative Delivery Systems have three major components, Presentation, Interaction and Communication. Alternative Delivery Training programs range from traditional correspondence courses to on-line provision and interactive CD ROMs to open learning centers and face-to-face provision where a significant element of flexibility, self-study, and learning support is integral to the provision.

Presentation Technology  
Word Processing Applications  
Presentation Applications  
Static Visual Displays (SVD)  
Dynamic Visual Displays (DVD)  
Audio (A)  
Device Integration  
World Wide Web Pages & Internet  
Web cast  
Individually Interactive Technology  
Computer Based Instruction (with SVD, DVD & A)  
Computer Assisted Instruction  
Tutorial  
Review and Practice  
Simulation  
Computer Managed Instruction  
Diagnostic Assessment  
Prescriptive Study Assignments  
Online learning  
Group Communication Technology  
Audio/Video Conference  
e-Mail  
List Servers,  
Bulletin Board System  
Synchronous Slide Show  
Interactive Whiteboard  
Real Time Discussions

**Annual Review:** allows the EA to maintain accreditation on an ongoing basis by reporting to NACOR every year after the initial accreditation.

**Assessment Report:** The document prepared following a quality assessment peer review/team-site visit. The report generally focuses on institutional quality, academic standards, learning infrastructure including the clinical phase of a program, and staffing.

**Audit:** the process by which the content and methodology of the EA program are examined to measure its conformance to accreditation requirements.

**Clinical Practice Component:** A section of the learning requirement that includes hands on application of information and skills learned while working under the supervision of a regulated practitioner.

**Competency:** A measurable set of skills, level of knowledge, and behavior practices obtained through formal or non-formal education, work experience, or other means: ability to perform occupation-specific tasks and duties.

**Competency-based Modules:** Discrete sets of associated task-based skills and knowledge that, in combination, make up the performance requirements of an occupation, profession, or trade. These are used for training and evaluation purposes.

**Course:** A single instructional subject commonly described by title, number, and credits in the post secondary institution catalogue or bulletin.

**Criterion:** An objective and measurable indicator relating to skill level, knowledge, and/or competency. Most often 'standards' refer to a set of criteria and required levels that the program has to meet.

**Curriculum:** List of subjects composing a structured training and/or education program "organized into a course, courses, or work experiences which develop the knowledge, skills, and abilities of learners." The curriculum has an implicit or explicit set of goals and objectives with respect to learning outcomes.

**Formative Evaluation:** This is the evaluation that occurs after discrete segments or components of the program have been completed in order to measure progress and readiness to continue in the curriculum. Remediation should follow formative evaluation.

**Institutional Review:** A process of review of an institution or program to determine if its curriculum, staff, and infrastructure meet its stated aims and objectives. An audit focuses on accountability of institutions and programs.

**Interim Accreditation:** the temporary accreditation granted to an EA's program for a specified limited period.

**Interim Report:** the report the EA must submit to NACOR within that specified period to ensure continuation of accreditation. The report must address the areas of concern identified at the time of the accreditation visit.

**Learning Outcome:** A measured level of performance that demonstrates the degree to which a given competency has been attained

**Licensing Body:** The authority charged with and having exclusive right to determine eligibility for and to issue licenses. The licensing body sets the minimum standards required to be met by applicants for the purpose of practicing a profession or trade.

**Mobility:** The characteristic of being able to move freely from one jurisdiction to another and to gain entry into an academic institutions or trade or profession without undue obstacles or hindrances. "The eligibility of a practitioner certified in one jurisdiction to practice in another without undergoing further training or assessment."

**National Accreditation:** National Accreditation is an evaluation service of opticianry programs offered at educational agencies (private and public colleges, educational institutes) in Canada.

**Performance indicator:** A measurement tool or tools used by a program to monitor evaluate and improve its performance, usually consisting of input, process and outcome indicators

**Portability:** The condition of transferability and recognition of a credential between one jurisdiction or institution and another.

**Portfolio:** all samples of student work used by the accreditation team to assess the conformance to accreditation requirements.

**Provider:** The organization that is responsible for providing the educational program under consideration.

**Program:** A systematic, usually sequential, grouping of courses, forming a considerable part, or all, of the requirements for a degree or a credential. This includes full-time training and distance learning programs.

**Regulation:** Governance of a trade or profession with regard to entry requirements, occupational standards, credentials, licensure, discipline, compliance with legislative provisions, portability etc.

**Skill:** Ability to perform a task or set of tasks, as acquired through formal or informal education and/or training, work and life experience, or other means; identifiable in an occupation-specific context, and measurable through a variety of instruments.

**Self-Study:** A self-study is a process that normally produces comprehensive written analysis of the educational effectiveness of a program in relation to its educational objectives.

**Site-Visit:** Consists of a visit to a program by a team of evaluators. The on-site review follows the completion of the self-study and the submission of the self-study report to the accrediting body and evaluators. The visit enables the evaluation team to determine the accuracy and completeness of the self-study and to provide additional information and/or confirmation of existing information to the accrediting body.

**Standards:** Benchmark achievements upheld as a measure of skills and knowledge required to perform tasks, enter an educational institution, gain admission to a professional association etc. The term can also refer to codes of professional conduct.

**Summative Evaluation:** This is the assessment of learning outcomes at the end of a single component or all of the components of a program in order to assess readiness to finish the course/program and consequently to proceed to the next component or to graduate.

***Bibliography:***

**Association of Accrediting Agencies of Canada**

[www.aaac.ca](http://www.aaac.ca)

**Canadian Association of Schools of Nursing**

[www.casn.ca](http://www.casn.ca)

**Commission on Dental Accreditation**

<http://www.cda-adc.ca>

**Accreditation Council for Canadian Physiotherapy Academic Programs**

[www.accpap.ca](http://www.accpap.ca)

**Canadian Information Centre for International Credentials**

**Guide to Terminology Usage in the Field of Credentials Recognition & Mobility**

<http://www.cicic.ca/410/guide-to-terminology-usage-in-the-field-of-credentials-recognition-in-canada.canada>

**Canadian Technology Accreditation Board Educational Agency Manual**

[www.cctt.ca](http://www.cctt.ca)

***Council for Higher Education Accreditation***

**International Quality Review: Glossary of Terms in Quality Assurance & Accreditation**

[www.chea.org/international/inter\\_glossary01.html](http://www.chea.org/international/inter_glossary01.html)

**Commission on Colleges & Universities of the Northwest Association of Schools & Colleges**

[www.cocnasc.org/glossary.html](http://www.cocnasc.org/glossary.html)

**Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges**

[www.accjc.org](http://www.accjc.org)

**Ontario College of Teachers**

<http://www.oct.ca>

## **Appendix B**

### **Confidentiality Policy and Agreement**

#### Policy:

NACOR ensures the confidentiality of all accreditation information.

All documentation and material prepared and submitted by the educational agency and all discussions related to the accreditation process and the Opticianry program are confidential. The National Board of Opticianry Accreditation members, administrative staff of NACOR and the members of the Survey Team as well as any observers must respect the confidentiality of all information related to the program.

#### Procedures:

Documentation provided by the educational agency is to be kept by the Survey Team members until the final report has been reviewed by the National Board of Opticianry Accreditation. The documentation will be returned to the NACOR office by courier or in person.

The NACOR Administrative staff will ensure that one copy of the submitted materials will remain on file in the NACOR office. The Administrative staff will ensure that all other copies of materials submitted by the EA will be disposed of in a manner acceptable to the EA as agreed prior to the submission.

Members of the National Board of Opticianry Accreditation, the Survey Team, NACOR administrative staff, and observers will be required to sign an agreement of confidentiality.

**Confidentiality Agreement**

Confidentiality is a fundamental of the NACOR accreditation process. NACOR must have access to confidential information in order to conduct a review of Opticianry Educational programs and make accreditation decisions. The confidentiality of this information must be protected by all individuals involved in the NACOR accreditation process.

I am aware that as a participant in the NACOR accreditation review, I have access to program information, which must remain confidential. I agree to protect the confidentiality of all documentation, reports, discussions and meetings before, during and after the NACOR accreditation review of an Opticianry program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix C

### Disclosure of Conflict of Interest Policy

The NACOR accreditation process is founded on the principles of integrity and consistent evaluation. Disclosure of any conflicts of interest is required to support these principles.

All members of a Survey Team, and any observers must declare to NACOR any conflict of interest and decline from participating in an accreditation review where this conflict may arise or exist.

When the names of the Survey Team are provided to the opticianry education agency scheduled for an accreditation review, the educational agency has the right to request alternate members should there be a concern regarding conflict of interest.

Examples of conflict interest may (but are not limited to) the following:

- A graduate of the opticianry program within the past 5 year
- A faculty member of the opticianry program within the last 5 years

There could be conflict of interest situations that are less obvious and all questions should be directed to the Chief Administrative Officer of NACOR.

**Disclosure of Conflict of Interest**

The NACOR accreditation process is founded on the principles of integrity and consistent evaluation. Disclosure of any conflicts of interest is required to support these principles.

I am aware that as a participant in a NACOR accreditation review, I am obligated to declare any conflict of interest, either real or perceived. I am also obligated to withdraw from any activities in which a conflict of interest or a perceived conflict of interest may exist.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix D

### Sample Report

## National Association of Canadian Opticianry Regulators

### National Accreditation Survey Team Report

Institution:

Program:

Team Chair:

Team Members:

**Recommendation of Accreditation Team:** To accredit the program for six years, at which time it will become part of the annual review schedule.

\_\_\_\_\_  
Chair's Signature

\_\_\_\_\_  
Date

### **Purpose of Accreditation**

The purpose of the accreditation process is:

- a. to assess and verify the extent to which an Opticianry program meets the National requirements;
- b. to ensure the competency of program graduates; and
- c. to maintain National requirements of program quality in order to facilitate labour mobility.

The following report reflects the findings and opportunities for improvement identified by the NACOR Survey Team following the assessment of documents provided by the ABC College Opticianry Department, and subsequent Site Visit conducted on **(date)**.

The report has been developed based on the accreditation requirements identified in the National Association of Canadian Opticianry Regulators National Accreditation Educational Agency Manual dated April 2008.

The assessment for accreditation was conducted by:

Accreditation Consultant and Survey Team Leader

Assessor:

Assessor:

Assessor:

The Survey Team was also supported by:

**(Names and positions of individuals who may have been supplied by the Educational Agency to assist in the Site Visit.)**

## **ACCREDITATION REQUIREMENTS**

**REQUIREMENT ONE: the program outcomes and delivery ensure that graduates achieve the entry-level competencies for the individual disciplines of dispensing eyeglasses, dispensing of contact lenses, dispensing of sub-normal vision devices, and the measurement of refractive error as defined in the National Accreditation Framework document.**

**1.1 The program's goals and the competencies achieved through the curriculum are consistent with the National Accreditation Framework. (Major Criterion)**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, the location of any information related to Opportunities such as on the National Accreditation Framework, and to which Appendix the Opportunities for Improvements are referenced.**

- a) Provide a statement of program goals.
- b) Provide a description in point format that illustrates how program goals are consistent with the National Accreditation Framework.
- c) Attach, as an appendix, all course outlines in the program. These outlines must identify the learning components and outcomes covered within the program.
- d) Attach, as an appendix, cross-referencing of the National Accreditation Framework against the courses, which reflect those competencies.

## National Accreditation Requirements Framework

<p><b>A. Practice according to the codes of conduct and professional Requirements</b></p> <p>A1) Explain the function of the Regulatory body, professional associations and provincial regulatory legislation.</p> <p>A2) Adhere to the Requirements of Practice, legislation and code of ethics related to the Dispensing of Eyeglasses, Contact Lenses and Sub-Normal Vision services.</p> <p><b>**Note whether or not there were any findings</b></p> <p><b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b></p> <p><b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b></p> <p><b>**Indicate the evaluative instruments used to confirm the students understanding</b></p> <p><b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
<p><b>B. Promote and ensure appropriate vision care for the patient.</b></p> <p>B1) Gather and analyze meaningful data.</p> <p>B2) Record information accurately.</p> <p>B3) Prepare recommendations based on defined needs.</p> <p>B4) Teach patients about good vision care.</p> <p>B5) Evaluate the patient's application of eyeglasses, contact lenses, and sub-normal vision devices.</p> <p>B6) Plan and deliver follow-up care.</p> <p><b>**Note whether or not there were any findings</b></p> <p><b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b></p> <p><b>**Indicate the area of curriculum supporting the conformance, such as a course or unit of instruction</b></p> <p><b>**Indicate the evaluative instruments used to confirm the students understanding</b></p> <p><b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
<p><b>C. Conduct business in a professional manner.</b></p> <p>C1) Manage time and organize patient care effectively and efficiently.</p> <p>C2) Manage human resources.</p> <p>C3) Perform marketing tasks.</p> <p>C4) Control inventory.</p> <p>C5) Use current business practices and technology.</p> <p>C6) Comply with applicable business laws and regulations.</p> <p>C7) Apply problem-solving skills.</p> <p>C8) Perform administrative tasks.</p> <p><b>**Note whether or not there were any findings</b></p> <p><b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b></p> <p><b>**Indicate the area of curriculum supporting the conformance, such as a course or unit of</b></p>

<b>instruction</b>
<b>**Indicate the evaluative instruments used to confirm the students understanding</b>
<b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
D. Assess patient vision and visual needs within the scope of practice.
D1) Demonstrate an understanding of the structures and functions of the eye.
D2) Demonstrate an understanding of the external anatomical structures.
D3) Demonstrate an understanding of the visual pathway.
D4) Demonstrate an understanding of the photochemistry of vision.
D5) Demonstrate an understanding of visual fields.
D6) Demonstrate an understanding of binocular function.
D7) Demonstrate an understanding of refractive conditions of the eye.
D8) Demonstrate an understanding of ocular motility.
D9) Understand the correction of visual error and apply principles of refraction.
D10) Analyze data to design ophthalmic appliances.
D11) Integrate concepts of anatomy, physiology and pathology in order to provide optimum care.
<b>**Note whether or not there were any findings</b>
<b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>
<b>**Indicate the area of curriculum supporting the conformance, such as a course or unit of instruction</b>
<b>**Indicate the evaluative instruments used to confirm the students understanding</b>
<b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
E. Fit, prepare and dispense appropriate devices using current practices and technology.
E1) Demonstrate an understanding of physical optics.
E2) Interpret the prescription.
E3) Understand and apply knowledge of lens theory for the correction of ametropia.
E4) Apply knowledge of binocular vision.
E5) Troubleshoot.
<b>**Note whether or not there were any findings</b>
<b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>
<b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b>
<b>**Indicate the evaluative instruments used to confirm the students understanding</b>
<b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
F. Fit, prepare and dispense appropriate eyeglasses using current practices and technology.
F1) Apply knowledge of lens theory and perform ocular measurements.
F2) Demonstrate an understanding of aberrations.
F3) Use ophthalmic instruments and aids for eyeglass fitting.
F4) Advise and assist with frame and lens choice.
F5) Design, prepare and order eyeglasses.

F6) Fabricate eyeglasses and perform needed repairs.
F7) Evaluate completed eyeglass product.
F8) Deliver eyeglasses. <b>**Note whether or not there were any findings</b> <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b> <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b> <b>**Indicate the evaluative instruments used to confirm the students understanding</b> <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
G. Fit, prepare and dispense appropriate contact lenses using current practices and technology.
G1) Interpret the prescription.
G2) Develop patient's visual profile.
G3) Use ophthalmic instruments and devices to perform ocular measurements and assessments for contact lens fitting.
G4) Evaluate existing contact lens.
G5) Review range of lens choices.
G6) Use diagnostic lenses and calculate contact lens specifications.
G7) Design, prepare, order and modify optically correct contact lenses.
G8) Evaluate and correct performance of contact lenses.
G9) Provide follow-up care and evaluate anomalies affecting contact lens wear.
G10) Demonstrate proper aseptic techniques for contact lenses. <b>**Note whether or not there were any findings</b> <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b> <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b> <b>**Indicate the evaluative instruments used to confirm the students understanding</b> <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
H. Fit, prepare and dispense appropriate sub normal vision devices using current practices and technology.
H1) Recognize symptoms specific to the low vision patient.
H2) Interpret the prescription and evaluate the patient needs.
H3) Advise patient on purchase, use and maintenance of sub normal vision appliances. <b>**Note whether or not there were any findings</b> <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b> <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b> <b>**Indicate the evaluative instruments used to confirm the students understanding</b> <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
I. Implement and maintain infection control and safe practices.
I1) Demonstrate proper aseptic techniques.
I2) Teach patients proper hygiene protocols.

I3) Recognize and control infection hazards.
I4) Use safe procedures related to tools, equipment and products
<p><b>**Note whether or not there were any findings</b>  <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>  <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b>  <b>**Indicate the evaluative instruments used to confirm the students understanding</b>  <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
J. Communicate effectively.
J1) Use a wide range of verbal and nonverbal communication strategies.
J2) Communicate effectively with health care professionals and patients.
J3) Prepare documents and patient records.
J4) Use effective interpersonal skills to resolve conflicts and complaints
<p><b>**Note whether or not there were any findings</b>  <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>  <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b>  <b>**Indicate the evaluative instruments used to confirm the students understanding</b>  <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
K. Perform as a member of a health care team.
K1) Collaborate as both a team member and team leader in the workplace.
K2) Liaise, refer and interact with all eyecare professionals.
<p><b>**Note whether or not there were any findings</b>  <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>  <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b>  <b>**Indicate the evaluative instruments used to confirm the students understanding</b>  <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
L) Perform a refraction Routine
L1) Apply knowledge of anatomy and physiology of the visual system, to assess refractive status.
L2) Demonstrate knowledge of instruments and procedures used in visual assessment
L3) Assess refractive status.
L4) Analyze meaningful data related to ocular status
L5) Determine the corrective lens power.
<p><b>**Note whether or not there were any findings</b>  <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b></p>

**\*\*Indicate the area of curriculum supporting the conformance, such as a course and number**

**\*\*Indicate the evaluative instruments used to confirm the students understanding**

**\*\* Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed**

## **1.2 The program is responsive to all relevant stakeholders.**

### ***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

a) Attach, as an appendix, minutes or reports of past meetings (within the past three years) involving employer groups, association representatives, or other advisory groups and the relevant recommendations and actions that are resulting from those consultations. b) Provide documentary evidence, attached as an appendix, of consultation with stakeholders such as, alumni, and employers.

## **1.3 Student achievement of the competencies is measured/evaluated throughout all delivery modalities used in the program including in the practice environment. (Major Criterion)**

### ***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed**

- a) Describe the mechanisms used to evaluate student achievement of the competencies.
- b) Describe the mechanisms in place to ensure communication between the didactic and clinical training courses, sites or presentations.
- c) Attach, as an appendix, samples of evaluation instruments used to assess student achievement of both theoretical and application-oriented competencies including those used in placements or clinical settings. d) Attach, as an appendix, four typical student evaluations/examinations (names deleted) that demonstrate the assessment of student competency. Two of these samples must be practice-oriented.
- e) Attach, as an appendix, samples of both formative and summative evaluations used in the program that appropriately illustrate the measurement of knowledge and skills in the program.

**1.4 Graduate statistics illustrate that students have achieved the competencies in the National Accreditation Framework. (Major Criterion)**

***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Attach, as an appendix, samples of student feedback evaluations, alumni feedback, as well as employer satisfaction surveys.
- b) Attach, as an appendix, documentary evidence of results of registration/licensing examinations for the most recent three-year period where available.
- c) Attach, as an appendix, graduation statistics for a three-year period.
- d) Attach, as an appendix documentary evidence indicating the employment level of graduates for the past three years.

**Requirement 1 Summary Statement**

**Prepare a statement expressing your impressions and observations of this Requirement following the Site Visit– the statement may be the same information presented at the exit interview, and should contain positive observations, as well as remarks about findings or any areas that may result in Opportunities for Improvement.**

**REQUIREMENT TWO: Students are supported in their learning with the resources required to achieve competencies specified in the National Accreditation Framework.**

**2.1 The post secondary institution, through its Opticianry Program, ensures that each student is prepared and provided with access to the appropriate academic information, learning tools, opportunities and resources necessary to successfully complete the program. (Major Criterion)**

***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Attach, as an appendix, examples of program and post secondary institution policies and protocols that exist to provide students with accurate information about the Opticianry Program and the profession.
- b) Attach, as an appendix, examples that the program/post secondary institution ensures compliance with provincial and federal regulations, and ensures student exposure to safe working practices.
- c) Attach, as an appendix, a copy of all applicable academic policies.
- d) Describe resources and services provided to students such as student advisement, counseling, financial aid, scholarship and bursary programs.
- e) Describe how students' rights are protected through policies and practice (e.g. confidentiality, freedom from discrimination, privacy). Attach relevant policies as an appendix.

**2.2 The program provides adequate staffing to meet program needs. This involves suitable (possessing the required education and experience) faculty and staff to ensure the achievement of program outcomes.**

***Documentation required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe the mechanism for the selection process-- the appointment, review and reappointment of program faculty teaching vocationally oriented subjects (both full and part-time) and staff (both full and part-time).
- b) Describe the process used to evaluate and to follow up on instructor performance. If the process varies for full and part-time faculty, please describe the differences.
- c) Identify relevant policies/protocols and professional development opportunities available for faculty including clinical updating, skill enhancement in educational techniques, and advances in the profession.
- d) Describe the faculty-student ratios in each of the following areas: teaching, laboratory and clinic.
- e) Outline the process in place for faculty and departmental meetings and provide, attached as an appendix, copies of minutes for the past three academic years.

**2.3 The program provides sufficient and suitable learning resources, facilities and equipment appropriate for program and course outcomes.**

***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe the variety and quantity of learning resources (inventory) available to students in the program including classroom and library facilities, laboratories, print and audio-visual material/equipment as well as access to electronic and profession relevant resources (e.g., labs).
- b) Demonstrate that the materials and equipment are current and meet industry Requirements in the profession (e.g., provide examples of current equipment being used).
- c) Provide documentary evidence, attached, as an appendix, that instructors and students have provided feedback on instructional materials and equipment, and that the instructional materials and equipment used are adequate and appropriate to the program and course objectives.

**Requirement 2 Summary Statement**

**Prepare a statement expressing your impressions and observations of this Requirement following the Site Visit. The statement may be the same information presented at the exit interview, and should contain positive observations, as well as remarks about findings or any areas that may result in Opportunities for Improvement.**

**REQUIREMENT THREE: Processes for program evaluation are in place to ensure on-going quality control and improvement.**

**3.1 Processes for program evaluation result in continuous quality improvement. (Major Criterion)**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe the cyclical mechanisms in place to evaluate the program and implement improvements.
- b) Provide and attach, as an appendix, documentary evidence of the existence of a program and curriculum review committee or body which is either institutional or specifically constituted for the program.
- c) Provide and attach, as an appendix, documentary evidence that employers, instructors and students/alumni contribute to program review.
- d) Provide and attach, as an appendix, documentary evidence that the recommendations of the program and curriculum review have been implemented.

**3.2 The program implements recommendations from a NACOR accreditation review to ensure compliance with the NACOR process and requirements. (Major Criterion)**

***Documentation required (once programs have been through the accreditation process)***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed. If this is a first accreditation, indicate NA.**

- a) Describe the program's process to monitor compliance with a NACOR accreditation review.
- b) Provide and attach, as an appendix, documentary evidence that program changes that have been made are consistent with NACOR accreditation recommendations.
- c) Provide and attach, as an appendix, documentary evidence of ongoing communication with NACOR regarding accreditation requirements and any changes that the program has undergone.

**Requirement 3 Summary Statement**

**Prepare a statement expressing your impressions and observations of this Requirement following the Site Visit. The statement may be the same information presented at the exit interview, and should contain positive observations, as well as remarks about findings or any areas that may result in Opportunities for Improvement.**

**REQUIREMENT FOUR: The administration of the program supports academic success in a responsive and collaborative environment.**

**4.1 The program has a clearly communicated structure and lines of authority to support its human and administrative requirements.**

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Attach, as an appendix, an organization chart and job descriptions specifically related to the coordination of the program.
- b) Provide and attach, as an appendix, documentary evidence that persons who administer/supervise each aspect of the program are qualified to ensure fulfillment of the program's goals and outcomes.
- c) Provide documentary evidence of the communication strategies and coordination that exist with clinical/placement settings (e.g. attach, as an appendix, clinical/placement agreements; describe the coordination of clinical instruction, nature and frequency of communication with clinical settings).

**4.2 The educational agency maintains enrolment, attrition and graduation data for the program and uses such data to make program adjustments as required. (Major Criterion)**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe the process used to collect and monitor application, enrolment, attrition, and graduation, data.
- b) Provide and attach, as an appendix, documentary evidence that the data collected has been applied to modify the program as applicable.

**4.3 Requirement: The program has Requirements related to admission, promotion and graduation that are applied consistently.**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Identify admissions/promotion/graduation policies and requirements and describe how they are applied.

b) Describe all intake-screening procedures including interviews and assessments utilized in the admission process.

**4.4 Student records are kept according to defined Requirements related to content, timelines, and confidentiality,**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe policies related to the maintenance of records of student learning and the awarding of course credits.
- b) Attach, as an appendix, examples of records (names removed) of student learning and the awarding of course credits where applicable, that are based on clearly defined criteria.
- c) Attach, as an appendix, a sample of the permanent record of the student's achievement/transcript (name removed) within the program.

**Requirement 4 Summary Statement**

**Prepare a statement expressing your impressions and observations of this Requirement following the Site Visit. The statement may be the same information presented at the exit interview, and should contain positive observations, as well as remarks about findings or any areas that may result in Opportunities for Improvement.**

### **Findings**

A statement of evidence of a non-conformance to NACOR requirements for National Accreditation, such evidence being confirmed as having been acknowledged by the educational agency.

**Record each Finding fully, noting the specific Requirement area for each finding.**

#### **Finding #1**

#### **Finding #2**

#### **Finding #3**

### **Recommended Closing Statement**

Findings may be accreditation threatening, and NACOR has an expectation that each will be addressed by the EA in their response to this report, either by providing evidence that the finding is incorrect, or that the EA has fully undertaken to rectify the finding and proves a suitable timeframe for the undertaking to be completed.

### **Opportunity for Improvement**

A statement outlining a potential problem or weakness that is noted but not a direct non-conformance with any NACOR requirement. By its nature or magnitude it is not national accreditation threatening, however, the Education Agency is expected to respond to each OFI indicating what it intends to do to improve the program

**Articulate each Opportunity for Improvement fully, note your observations and concerns, and provide recommendations/solutions for each opportunity including a rationale for each. Include the manner in which your observation or concern was supported during information review and gathering.**

#### **Opportunity for Improvement #1**

#### **Opportunity for Improvement #2**

#### **Opportunity for Improvement #3**

#### **Opportunity for Improvement #4**

### **Recommended Closing Statement**

As previously noted in the definition of Opportunity for Improvement, (OFI), the nature of these statements are not accreditation threatening, however NACOR does have an expectation that ABC College will respond to each OFI, and indicate what measures have been taken to improve the program.

## Appendix E

### NACOR-Defined Findings and Opportunities for Improvement

The National Association of Canadian Optician Regulators Board of Accreditation has endorsed the following definitions and usage of the terms “findings” and “opportunity for improvement”.

#### *Finding*

A "Finding" is a statement of evidence of a non-conformance to NACOR requirements for national accreditation. This evidence should be **clear** and confirmed as having been acknowledged by the EA. Lack of evidence of conformance may also generate a Finding. The NACOR visiting survey team report will specify, for each finding, the expected date by which it should be corrected. The EA will indicate how and when it will correct the non-conformance and, if applicable, what preventative action it will put in place. *The dictated time must not be punitive in nature, but allow a reasonable time for the EA to achieve correction within the two- to- three- year cycle that produces a graduate. The allotted time could be very short if the “finding” involves a serious problem, such as safety. If the non-conformance is of a minor nature, it would be reviewed for compliance at the next NACOR review or any time in between as stated in the finding.*

#### *Opportunity for Improvement*

An “Opportunity for Improvement” is a statement outlining a potential problem or weakness that is noted but is not a direct non-conformance with any NACOR requirement. By its nature or magnitude it **is not** national accreditation threatening. The Opportunity for Improvement must be based upon evidence.

Lack of evidence of conformance may also generate an Opportunity for Improvement.

The EA is expected to respond to each Opportunity for Improvement, indicating what it intends to do to improve the program. However, all parties must understand that while failure to respond to an Opportunity for Improvement does not automatically elevate it to a Finding, at a later date it may escalate to one. The NACOR reviewing team will investigate whether it has been adequately addressed or has escalated to a Finding in the period since the last review.



## NACOR ACCREDITATION SITE VISIT – SAMPLE DAILY AGENDA

### DAY ONE

Time	Description	Participants/Attendees	Location
<b>Day 1: 0830 - 0900</b>	<b>Introductory Meeting</b> <ul style="list-style-type: none"> <li>• Program Management</li> <li>• NACOR Accreditation Team</li> </ul>	<ul style="list-style-type: none"> <li>• Chair of Health Sciences</li> <li>• Faculty Chair:</li> <li>• Opticianry Coordinator:</li> <li>• NACOR Team</li> </ul>	<b>TBA</b>
<b>0900 - 1230</b>	<b>NACOR Team Meeting</b> <ul style="list-style-type: none"> <li>• Review of submitted documentation</li> <li>• Working Lunch</li> </ul>	<ul style="list-style-type: none"> <li>• NACOR Team</li> </ul>	<b>TBA</b>
<b>1230 - 1315</b>	<b>NACOR Team Meeting with Program Staff</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Site visit objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Program Management and Faculty</li> <li>• NACOR Team</li> </ul>	<b>TBA</b>
<b>1315 - 1430</b>	<b>Opticianry Program Department Tour</b> Team tours instructional and laboratory facilities with designated faculty & staff, classes in progress	<ul style="list-style-type: none"> <li>• Tour guide(s):</li> <li>• NACOR Team</li> </ul>	<b>TBA</b>
<b>1445 - 1600</b>	<b>Student Interviews</b> <ul style="list-style-type: none"> <li>• Team interviews with students, in private</li> </ul>	<ul style="list-style-type: none"> <li>• Opticianry Program Students from all years</li> <li>• NACOR Team</li> </ul>	<b>TBA</b>
<b>1600 - 1700</b>	<b>Faculty Interviews</b> <ul style="list-style-type: none"> <li>• Team interviews with instructors, in private</li> </ul>	<ul style="list-style-type: none"> <li>• Opticianry Program Instructors:</li> <li>• NACOR Team and Observers</li> </ul>	<b>TBA</b>

## DAY TWO

<b>Time</b>	<b>Description</b>	<b>Participants/Attendees</b>	<b>Location</b>
<b>Day 2: 0830 - 0930</b>	<b>Resource Services Tour</b> <ul style="list-style-type: none"> <li>Team tours resource service facilities with designated faculty &amp; staff</li> </ul>	<ul style="list-style-type: none"> <li>Tour guide(s):</li> <li>NACOR Team</li> </ul>	<b>TBA</b>
<b>1000 - 1150</b>	<b>Practicum Supervisor &amp; Graduate Interviews</b> <ul style="list-style-type: none"> <li>Team meets with employer/supervisor representatives</li> <li>Team meets with graduates of Opticianry Program</li> </ul>	<ul style="list-style-type: none"> <li>Opticianry Program practicum employers/supervisors</li> <li>Program Graduates:</li> <li>NACOR Team</li> </ul> [Note: Suggested Interview duration: min 15 minutes, max 30 minutes]	<b>TBA</b>
<b>1200 - 1300</b>	<b>Lunch with Opticianry Program Faculty and Staff</b>	<ul style="list-style-type: none"> <li>Program Management and Faculty</li> <li>NACOR</li> </ul>	<b>TBA</b>
<b>1315 - 1415</b>	<b>Co-Op Placement Officer Interview</b> <ul style="list-style-type: none"> <li>Team meets with Practicum Placement Officer</li> </ul>	<ul style="list-style-type: none"> <li>Practicum Placement Officer</li> <li>NACOR Team and Observers</li> </ul>	<b>TBA</b>
<b>1415 - 1500</b>	<b>NACOR Team Meeting</b> <ul style="list-style-type: none"> <li>Review of site visit</li> <li>Prepare for Exit Meeting</li> </ul>	<ul style="list-style-type: none"> <li>NACOR Team and Observers</li> </ul>	<b>TBA</b>
<b>1500 – 1600</b>	<b>Exit Conference</b>	<ul style="list-style-type: none"> <li>Chair of Health Sciences:</li> <li>Faculty Chair:</li> <li>Opticianry Coordinator:</li> <li>NACOR Team:</li> </ul>	<b>TBA</b>

**National Association of Canadian Optician Regulators**

NACOR

**NATIONAL ACCREDITATION  
PHASE 1 APPLICATION PACKAGE**

**National Association of Canadian Optician Regulators  
Application for/Renewal of Accreditation**

The information on this application form is confidential and is requested in expectation of confidentiality for the purposes of Freedom of Information and Protection of Privacy Acts.

**Application:** A separate accreditation application form and fee is required for each branch of the institution. The application fee is currently \$250/00. Payment of application fees must be submitted with this application form. A fee schedule is attached at the bottom of this application form.

Type of application: (check one of each box):

<input type="checkbox"/> New Accreditation	<input type="checkbox"/> Renewal of Accreditation	<input type="checkbox"/> Main Location	<input type="checkbox"/> Branch Location
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SECTION "A" - BUSINESS INFORMATION		PLEASE COMPLETE ALL AREAS OF SECTION "A"	
Name of Post secondary institution program provider			
Street Address		Postal code	
Mailing Address		Postal code	
Phone No.	FAX	Website Address (if available)	
Legal Name of Program provider			
Legal Address of Program provider			
NACO Accreditation Number		How long has the program been registered with NACO?	
CONTACT INFORMATION			
Name and Title of person completing application		Phone no.	
Name and Title of person responsible for accreditation		Phone No.	FAX No.
Email address:			

SECTION "B" – Overview of operations	Please complete all areas of section B
1. How many total locations does the program provider operate as main, branch, satellite, and learning sites?	
2. Provide FULL addresses of all operating locations (attach sheet if necessary)	
(a)	
(b)	
(c)	
3. Will there be new locations opening during the time that your program is undergoing accreditation?	YES/ NO/ Undecided
4. Will any locations be moving or closing during the time that you plan to be developing your Self Study?	YES/ NO/ Undecided
5. List all optical programs currently offered by the provider and verify that these are registered with NACOR by indicating YES or NO in the box to the right. Attach a separate sheet if necessary.	
Name of Program(s)	Registered (YES or NO)
6. Are you planning any major changes or revisions to your curriculum (30% or more) during the time that your program is undergoing accreditation?	YES/ NO/ Undecided
7. Is the program offered s through non-traditional learning modes? (Alternate delivery systems.) If so explain:	YES/ NO/ Undecided
8. As of January 31 (current year): How may FT learners are enrolled in the program? 9. As of January 31 (current year): How may PT learners are enrolled in the program?	
10. As of January 31 (current year): What is the number of graduates from the program?	
11. Length of program (total delivery hours).	
12. Provide a brief description of the program, courses and program learning outcomes. (A copy of your official program outline may be submitted with this initial application to meet this requirement).	
13. Has your program been approved by appropriate government, institutional and professional regulatory bodies? (Proof of approval is required for processing accreditation application).	YES/ NO/ Explain
14. Has your program/school been previously accredited by NACOR? For previously accredited programs, please attach a copy of the program(s)' last accreditation decision and recommendations, and if applicable provide a report outlining actions taken to address the NACO Board recommendations. If not, provide an explanation for not addressed the recommendations (i.e. program change).	YES/ NO/ Explain

**Authorization and Release**

This is a formal request from:

\_\_\_\_\_  
(Name of school)  
**To undergo a NACOR accreditation review.**

\_\_\_\_\_  
(Name of program to be reviewed)

The preferred date for the review is: \_\_\_\_\_  
(Date) (Month) (Year)

**Accreditation Fees**

**Application and Accreditation Fees (for more detail see Appendix G)**

1. Fees are charged for accreditation reviews. NACOR approves the NACOR accreditation fees. The Opticianry program/school is responsible for paying the NACOR accreditation fees.
2. A non-refundable administration fee of \$250.00 must be remitted with the NACOR application for accreditation.
3. Accreditation fees are \$2500.00. The fee is payable following completion of the accreditation review.
4. The Opticianry program/school is responsible for the costs of the site visit including:
  - a. travel, and two (2) days accommodation and meal expenses for two (2) assessors
  - b. per diem for two (2) assessors paid at \$200.00 per day

**Annual Renewal Fee**

1. Accredited programs annual renewal fee is \$400.00 per year for each program site beginning one year after accreditation.

These fees are subject to change, and institutions will be notified of current fees prior to commencing the accreditation process.

**I hereby authorize that the NACOR Accreditation process take place.**

\_\_\_\_\_  
Authorized signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

<b>NACOR USE ONLY</b>
Accreditation application approval: Approved _____ ; or Follow-up required re:
Nacor: _____ Date: _____

**National Association of Canadian Opticianry  
Regulators**

NACOR

**GUIDE TO THE  
NACOR ACCREDITATION SURVEY TEAM**

## Preparing the Report

**1. A transmittal-covering memo** from the Review Team to the NACOR Board of Accreditation. The memo includes:

- a. name of the program;
- b. report is based upon review of self-study from Program ( insert program name), other documentation provided during on-site visit;
- c. date of review; and
- d. Names of Review Team members and Team leader
- e. Acknowledgement that the Review team is in full agreement with the contents of the report and they commit it to NACOR Board of Accreditation for review.

**2. Overview of program:** cite key background data and significant features of the program being reviewed.

### Summary of Findings – Requirement One

1. Findings related to the major criteria (1.1, 1.3, 1.4)

1.1 The program's goals and the competencies achieved through the curriculum are consistent with the National Accreditation Framework.

1.3 Student achievement of the competencies is measured/evaluated throughout all delivery modalities used in the program including in the practice environment.

1.4 Graduate statistics illustrate that students have achieved the competencies in the National Accreditation Framework.

#### Check list

All course outlines in the program

**Findings:** \_\_\_\_\_% of the course outlines identify the learning outcomes and components covered within the program.

The National Accreditation Framework, cross-referenced against the courses offered in the program

**Findings:** \_\_\_\_\_% of the competencies in the National Accreditation Framework have been covered.

Minutes or reports of past meetings involving employer groups, association representatives, or other advisory groups

**Findings:**

Evidence of consultation with stakeholder groups such as advisory committees, alumni and employers

**Findings:**

Samples of evaluation instruments used to assess student achievement of both theoretical and application-oriented competencies

**Findings:**

Four typical student evaluations/examinations, names deleted

**Findings:**

Samples of formative and summative evaluations used in the program that appropriately illustrate the measurement of knowledge and skills in the program.

**Findings:**

Samples of student feedback evaluations, alumni feedback as well as employer satisfaction surveys

**Findings:**

Documentary evidence of results of registration/licensing examinations for the most recent three year period where available

**Findings:**

Graduation statistics for a three year period

**Findings:**

Documentary evidence indicating the employment level of graduates for the past three years

**Findings:**

To what extent have the major criteria been met?

2. Describe the general strengths, challenges and opportunities observed in relation to Requirement One. Provide examples for each strength, challenge and opportunity noted.

Requirement 1.1d) Attach as an appendix the cross-referencing of the National Accreditation Framework against the course, which reflects those competencies.

	Course Reference	Self Study Included	Assessed at Site Visit
<p><b>A. PRACTISE ACCORDING TO THE CODES OF CONDUCT AND PROFESSIONAL REQUIREMENTS.</b></p> <p>A1) Explain the function of the Regulatory body, professional associations and provincial regulatory legislation.</p> <p>A2) Adhere to the Requirements of Practice, legislation and code of ethics related to the Dispensing of Eyeglasses, Contact Lenses and Sub-Normal services.</p> <p>A2.1 Adhere to the Code of Ethics of the Provincial Regulatory Agency and Provincial Association.</p> <p>A2.2 Adhere to the scope of practice, role and responsibilities as outlined in the Provincial Optician's legislation, Optician's Regulations, By-laws and Guidelines.</p> <p>A2.3 Securely maintain in accordance with the Freedom of Information and Privacy Act personal information in accordance with relevant provincial legislation and Requirements of Practice.</p> <p>A2.4 Demonstrate ability as a role model of the professional behaviour of the Optician.</p>		<p>θ Yes θ No</p>	<p>θ Yes θ No</p>

<p><b>B. PROMOTE AND ENSURE APPROPRIATE VISION CARE FOR THE PATIENT.</b></p> <p>B1) Gather and analyze meaningful data.</p> <p>    B1.1 Question about previous experience with ophthalmic appliances.</p> <p>    B1.2 Take a complete client history and record data as required and in compliance with the Requirements of practice for opticians.</p> <p>    B1.3 Collect and organize health data from appropriate sources using an established assessment format to contribute to the identification of a patient's health care needs.</p> <p>B2) Record information accurately.</p> <p>    B2.1 Document and communicate patient data to provide continuity of care.</p> <p>    B2.2 Create and maintain patient files, keeping full and accurate records.</p>		<p>θ Yes θ No</p>	<p>θ Yes θ No</p>
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	Course Reference	Self Study Included	Assessed at Site Visit
<p>B3) Prepare recommendations based on defined needs.</p> <p>    B3.1 Make recommendations to the patient for appropriate ophthalmic appliances for the patient's identified visual, vocational and avocational needs.</p> <p>    B3.2 Address patient concerns about vision and/or ophthalmic appliances.</p> <p>B4) Teach patients about good vision care.</p> <p>    B4.1 Implement an individualized teaching plan in order to promote, maintain and</p>			

<p>restore ocular health.</p> <p>B4.2 Adjust teaching plan and delivery to meet needs of patients with special needs.</p> <p>B4.3 Evaluate the effectiveness of teaching and learning through appropriate resources, demonstration of skill or change in behaviour.</p> <p>B4.4 Document the teaching plan, its delivery and outcomes of the teaching and learning process.</p> <p>B4.5 Deliver instruction.</p> <p>B5) Evaluate the patient's application of eyeglasses, contact lenses and sub-normal vision devices.</p> <p>B5.1 Evaluate the patient's application of the ophthalmic appliance.</p> <p>B6) Plan and deliver follow-up care.</p> <p>B6.1 Maintain integrity of the ophthalmic appliance.</p> <p>B6.2 Conduct a thorough follow up examination consistent with professional Requirements of practice.</p> <p>B6.3 Design, record and communicate a plan of follow up care for the patient.</p> <p>B6.4 Identify and make adjustments and/or repairs to patients' ophthalmic appliances.</p>			
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	Course Reference	Self Study Included				Assessed at Site Visit			
<p><b>C. CONDUCT BUSINESS IN A PROFESSIONAL MANNER.</b></p> <p>C1) Manage time and organize patient care effectively and efficiently.</p> <p style="padding-left: 40px;">C1.1 Rank the priority of patient needs.</p> <p style="padding-left: 40px;">C1.2 Seek guidance and assistance as required.</p> <p style="padding-left: 40px;">C1.3 Demonstrate flexibility, creativity and adaptability in meeting the unexpected demands of the health setting.</p> <p style="padding-left: 40px;">C1.4 Ensure documentation on all priority areas is completed in a timely manner.</p> <p style="padding-left: 40px;">C1.5 Manage projects: identify the tasks from initiation to completion of a project; develop a schedule; assess resources and priorities; monitor progress; and revise the plan to include new information.</p> <p>C2) Manage human resources.</p> <p style="padding-left: 40px;">C2.1 Apply knowledge of labour laws.</p> <p style="padding-left: 40px;">C2.2 Recruit, interview and hire potential staff.</p> <p style="padding-left: 40px;">C2.3 Develop and implement protocols for performance review.</p> <p style="padding-left: 40px;">C2.4 Schedule staff efficiently.</p> <p style="padding-left: 40px;">C2.5 Assign tasks.</p> <p style="padding-left: 40px;">C2.6 Orient and train staff.</p> <p style="padding-left: 40px;">C2.7 Apply the principles and concepts of human resources management and organizational behaviour in order to establish and maintain effective working relationships.</p> <p>C3) Perform marketing tasks.</p> <p style="padding-left: 40px;">C3.1 Keep accurate and current records of sales and expenses.</p> <p style="padding-left: 40px;">C3.2 Establish and</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No						

<p>communicate pricing (including any applicable taxes) and policies.          C3.3 Comprehend the retail optical business environment.          C3.4 Apply company policies and procedures including but not limited to pertinent warranties, methods of payment and recourse for complaints.</p>			
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	Course Reference	Self Study Included	Assessed at Site Visit
<p>C4) Control inventory.          C4.1 Organize and maintain control over inventory.          C4.2 Determine and maintain and appropriate inventory.</p> <p>C5) Use current business practices and technology.          C5.1 Use a computer and relevant software.</p> <p>C6) Comply with applicable business laws and regulations.          C6.1 Understand applicable tax regulations and government programs.</p> <p>C7) Apply problem-solving skills.          C7.1 Solve a business problem using an organized approach to define the problem, identify alternative actions and possible outcomes and recommend, with rationale, the preferred course of action.</p> <p>C8) Perform administrative tasks.          C8.1 Assist the patient in completing any forms required by public or private vision care plans.</p>			

<p><b>D. ASSESS PATIENT VISION AND VISUAL NEEDS WITH THE SCOPE OF PRACTICE.</b></p> <p>D1) Demonstrate an understanding of the structures and functions of the eye.</p> <p>D2) Demonstrate an understanding of the external anatomical structures.</p> <p>D3) Demonstrate an understanding of the visual pathway.</p> <p>D4) Demonstrate an understanding of the photochemistry of vision.</p> <p>D5) Demonstrate an understanding of visual fields.</p> <p>D6) Demonstrate an understanding of binocular function.</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Course Reference	Self Study Included	Assessed at Site Visit
<p>D7) Demonstrate an understanding of refractive conditions of the eye.</p> <p style="padding-left: 40px;">D7.1 Demonstrate an understanding of the optics of the eye, ametropia and its correction.</p> <p style="padding-left: 40px;">D7.2 Discuss aphakia related to accommodation.</p> <p style="padding-left: 40px;">D7.3 Describe stereopsis in astigmatic corrections.</p> <p style="padding-left: 40px;">D7.4 Describe spherical ametropia including myopia and hypermetropia.</p> <p style="padding-left: 40px;">D7.5 Describe presbyopia.</p> <p>D8) Demonstrate an understanding of ocular motility.</p> <p>D9) Understand the correction of visual error and apply principles of refraction.</p>			

<p>D9.1 Use standard distance and reading charts.          D9.2 Describe visual acuity.          D9.3 Use the schematic eye.          D9.4 Demonstrate an understanding of retinoscopy.          D9.5 Demonstrate a knowledge of the role of laser surgery in correcting retinal problems, in visual therapy, addressing ocular emergencies and photorefractive surgery.</p> <p>D10) Analyze data to design ophthalmic appliances.</p> <p>D10.1 Perform calculations related to light.          D10.2 Assess the object-image relationship.          D10.3 Refer patients with abnormal ocular conditions for medical advice.          D10.4 Demonstrate an understanding of the use of ophthalmic drugs.</p> <p>D11) Integrate concepts of anatomy, physiology and pathology in order to provide optimum care.</p> <p>D11.1 Recognize abnormal ocular conditions.          D11.2 Demonstrate an understanding of the signs, symptoms and treatment of various conditions/disorders.          D11.3 Refer patients with abnormal ocular conditions for medical advice.          D11.4 Demonstrate an understanding of use of ophthalmic drugs.</p>			
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	Course Reference	Self Study Included	Assessed at Site Visit
<p>D12) Demonstrate knowledge of anatomical systems (advanced).</p> <p>D12.1 Describe the characteristics of blood, blood vessels and lymphatics.</p>			

<p>D12.2 Describe the organization and function of the central and peripheral nervous systems.</p> <p>D13) Demonstrate knowledge of ophthalmic pharmacology (advanced).</p>			
<p><b>E. FIT, PREPARE AND DISPENSE APPROPRIATE DEVICES USING CURRENT PRACTICES AND TECHNOLOGY.</b></p> <p>E1) Demonstrate an understanding of physical optics.</p> <p>E2) Interpret the prescription.</p> <p>E3) Understand and apply knowledge of lens theory for the correction of ametropia.</p> <p>E3.1 Demonstrate an understanding of optical instruments.</p> <p>E3.2 Solve problems related to the optics of the eye.</p> <p>E3.3 Perform calculations to apply the principles of visual and applied optics.</p> <p>E4) Apply knowledge of binocular vision.</p> <p>E4.1 Discuss monocular and binocular vision.</p> <p>E5) Troubleshoot.</p>		<p>θ Yes θ No</p>	<p>θ Yes θ No</p>
<p><b>F. FIT, PREPARE AND DISPENSE APPROPRIATE EYEGLASSES USING CURRENT PRACTICES AND TECHNOLOGY.</b></p> <p>F1) Apply knowledge of lens theory and perform ocular measurements.</p> <p>F2) Demonstrate an understanding of aberrations.</p> <p>F3) Use ophthalmic instruments and aids for eyeglass fitting.</p>		<p>θ Yes θ No</p>	<p>θ Yes θ No</p>

	<b>Course Reference</b>	<b>Self Study Included</b>	<b>Assessed at Site Visit</b>
<p>F4) Advise and assist with frame and lens choice.</p> <p style="padding-left: 40px;">F4.1 Access information on product availability and manufacturer's specifications.</p> <p style="padding-left: 40px;">F4.2 Make lens and frame recommendations.</p> <p style="padding-left: 40px;">F4.3 Select to achieve optimal comfort and vision.</p> <p>F5) Design, prepare and order eyeglasses.</p> <p style="padding-left: 40px;">F5.1 Demonstrate knowledge of lens designs, materials and manufacturing methods.</p> <p style="padding-left: 40px;">F5.2 Order any components as required.</p> <p style="padding-left: 40px;">F5.3 Ensure completion of the eyeglasses in a timely fashion.,</p> <p>F6) Fabricate eyeglasses and perform needed repairs.</p> <p>F7) Evaluate completed eyeglass product.</p> <p style="padding-left: 40px;">F7.1 Verify the physical and optical integrity of the eyeglass unit.</p> <p>F8) Deliver eyeglasses.</p> <p style="padding-left: 40px;">F8.1 Understand applicable tolerance Requirements.</p> <p style="padding-left: 40px;">F8.2 Calculate potential sources of visual discomfort.</p> <p style="padding-left: 40px;">F8.3 Re-fit and readjust eyeglasses as required.</p>			
<p><b>G. FIT, PREPARE AND DISPENSE APPROPRIATE CONTACT LENSES USING CURRENT PRACTICES AND TECHNOLOGY.</b></p> <p>G1) Interpret the prescription.          G2) Develop patient's visual profile.          G3) Use ophthalmic instruments and devices to perform ocular</p>		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

measurements and assessments for contact lens fitting. G4) Evaluate existing contact lens. G5) Review range of lens choices. G6) Use diagnostic lenses and calculate contact lens specifications.			
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	<b>Course Reference</b>	<b>Self Study Included</b>	<b>Assessed at Site Visit</b>
<p>G7) Design, prepare, order and modify optically correct contact lenses.</p> <p>G8) Evaluate and correct performance of contact lenses.</p> <p style="padding-left: 40px;">G8.1 Ensure appropriate RGP lens modifications are completed as required.</p> <p>G9) Provide follow-up care and evaluate anomalies affecting contact lens wear.</p> <p style="padding-left: 40px;">G9.1 Determine anomalies and their possible source.          G9.2 Implement appropriate follow-up care.</p> <p>G10) Demonstrate proper aseptic techniques for contact lenses.</p> <p style="padding-left: 40px;">G10.1 Adhere to procedures for disinfecting and sorting soft contact lenses.          G10.2 Follow procedures for using protein removers.</p>			

<p><b>H. FIT, PREPARE AND DISPENSE APPROPRIATE SUB-NORMAL VISION DEVICES USING CURRENT PRACTICES AND TECHNOLOGY.</b></p> <p>H1) Recognize symptoms specific to the low vision patient.</p> <p>H2) Interpret the prescription and evaluate the patient needs.</p> <p>    H2.1 Evaluate the patient's needs.</p> <p>H3) Advise patient on purchase, use and maintenance of sub-normal vision appliances.</p> <p>    H3.1 Assist the patient in purchasing the device.          H3.2 Train the patient on the use and care of the vision aid.</p>		<p>θ Yes θ No</p>	<p>θ Yes θ No</p>
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	Course Reference	Self Study Included	Assessed at Site Visit
<p><b>I. IMPLEMENT AND MAINTAIN INFECTION CONTROL AND SAFE PRACTICES.</b></p> <p>I1) Demonstrate proper aseptic techniques.</p> <p>I2) Teach patients proper hygiene protocols.</p> <p>I3) Recognize and control infection hazards.</p> <p>I4) Use safe procedures related to tools, equipment and products.</p> <p>    I4.1 Apply safety procedures          I4.2 Demonstrate proper personal hygiene.          I4.3 Apply first aid and CPR.</p>		<p>θ Yes θ No</p>	<p>θ Yes θ No</p>

<b>J. COMMUNICATE EFFECTIVELY.</b>		θ Yes θ No	θ Yes θ No
<p>J1) Use a wide range of verbal and non-verbal communication strategies.</p> <p>J1.1 Use empathy and active listening skills.</p> <p>J1.2 Present ideas clearly and effectively.</p> <p>J1.3 Use an interview process to determine needs.</p> <p>J1.4 Use effective techniques with various ages and behaviours.</p> <p>J2) Communicate effectively with health care professionals and patients.</p> <p>J2.1 Use appropriate terminology.</p> <p>J3) Prepare documents and patient records.</p> <p>J3.1 Use writing that is consistent with the rules of English grammar.</p> <p>J4) Use effective interpersonal skills to resolve conflicts and complaints.</p> <p>J4.1 Apply conflict resolutions skills to resolve concerns and/or complaints.</p>			

	<b>Course Reference</b>	<b>Self Study Included</b>	<b>Assessed at Site Visit</b>
<p><b>K. PERFORM AS A MEMBER OF A HEALTH CARE TEAM.</b></p> <p>K1) Collaborate as both a team member and team leader in the workplace.</p> <p>K1.1 Function in independent, interdependent and collaborative roles with other members on the health care team to provide total vision care.</p> <p>K1.2 Teach, guide, instruct,</p>		θ Yes θ No	θ Yes θ No

<p>mentor and supervise the student/intern in all areas of the profession.</p> <p>K2) Liaise, refer and interact with all eyecare professionals.</p> <p>    K2.1 Seek guidance when applicable.</p> <p>    K2.2 Confer with appropriate health professionals and refer patients as required.</p> <p>    K2.3 Recommend routine eye health screening.</p>			
<p><b>L. PERFORM A REFRACTION ROUTINE.</b></p> <p>L1) Apply knowledge of anatomy and physiology of the visual system to assess refractive status.</p> <p>L2) Demonstrate knowledge of instruments and procedures used in visual assessment.</p> <p>    L.2.1 Explain principles and procedures for use of the Topographer, Keratometer, Retinoscope, Slit Lamp, Phoropter, Autorefractor, Wave Front devices and Trial Lens sets.</p> <p>L3) Assess refractive status.</p> <p>    L3.1 Perform clinical procedures to assess refractive status.</p> <p>    L3.2 Perform objective measurement of refractive error.</p> <p>    L3.3 Perform subjective examinations of refractive error.</p> <p>L4) Analyze meaningful data related to ocular status.</p> <p>L5) Determine the corrective lens power.</p>		<p>θ Yes θ No</p>	<p>θ Yes θ No</p>

## Summary of Findings – Requirement Two

1. Findings related to the major criteria (2.1)

2.1 The post secondary institution, through its Opticianry Program, ensures that each student is prepared and provided with access to the appropriate academic information, learning tools, opportunities and resources necessary to successfully complete the program.

### Check list

Examples of program and post secondary institution policies and protocols that exist to provide students with accurate information about the Opticianry program and the profession

#### Findings:

Examples that the program/post secondary institution ensures compliance with provincial and federal regulations and ensures student exposure to safe working practices.

#### Findings:

A copy of all applicable academic policies.

#### Findings:

Samples of student handbooks and calendars that are used to provide students with accurate information about the program and the profession

#### Findings:

Documentary evidence that instructors and students have provided feedback on instructional materials and equipment and that the instructional materials and equipment used are adequate and appropriate to the program and/or course objectives.

#### Findings:

To what extent have the major criteria been met?

1. Describe the general strengths, challenges and opportunities observed in relation to Requirement Two. Provide examples for each strength, challenge and opportunity noted.

### Summary of Findings – Requirement Three

1. Findings related to the major criteria (3.1, 3.2)

3.1 Processes for program evaluation result in continuous quality improvement.

3.2 The program implements recommendations from a NACOR accreditation review to ensure compliance with the NACOR process and requirements.

To what extent have the major criteria been met?

#### Check list

Documentary evidence of the existence of a program and curriculum review committee or body which is either institutional or specifically constituted for the program.

**Findings:**

Documentary evidence that the recommendations of the program and curriculum review have been implemented

**Findings;**

Documentary evidence that program changes that have been made are consistent with NACOR accreditation recommendations

**Findings:**

Documentary evidence of ongoing communication with NACOR regarding accreditation requirements and any changes that the program has undergone

**Findings:**

Describe the general strengths, challenges and opportunities observed in relation to Requirement Three. Provide examples for each strength, challenge and opportunity noted.

## Summary of Findings – Requirement Four

1. Findings related to the major criterion (4.2)

4.2 The program provider maintains enrolment, attrition and graduation data for the program and uses such data to make program adjustments as required.

### Check list

An organization chart and job descriptions specifically related to the coordination of the program

#### Findings:

An organization chart and job descriptions specifically related to the coordination of the program.

#### Findings:

Documentary evidence that persons who administer/supervise each aspect of the program are qualified to ensure fulfillment of the program's goals and outcomes.

#### Findings:

Documentary evidence of the communication strategies and coordination that exist with clinical/placement settings (e.g. attach, as an appendix, clinical/placement agreements; describe the coordination of clinical instruction, nature and frequency of communication with clinical settings).

#### Findings:

Documentary evidence that the data collected has been applied to modify the program as applicable.

#### Findings:

Examples of records (**names removed**) of student learning and the awarding of course credits where applicable, that are based on clearly defined criteria.

#### Findings:

A sample of the permanent record of the student's achievement/transcript (name removed) within the program.

#### Findings:

To what extent has the major criterion been met?

1. Describe the general strengths, challenges and opportunities observed in relation to Requirement Four. Provide examples for each strength, challenge and opportunity noted.

## Conclusions and Recommendations



## Accreditation Decisions and Status

1. Full accreditation is six (6) years. It is granted when the program meets all four (4) requirements and all six (6) critical criteria. Decision may be to:
  - a. Grant full accreditation with no recommendations;
  - b. Grant full accreditation with recommendations; or
  - c. Grant full accreditation with recommendations and an interim report.
  
2. Partial accreditation is two (2) years. It is granted when a program meets 75% of the four requirements and the six critical criteria are met. Recommendations may be both major and minor in nature. The Decision may be to:
  - a. Grant partial accreditation with recommendations and an interim report.
  
3. Two-year Accreditation with option to extend to four years. A new program without graduates who otherwise meets all four (4) requirements and all six (6) critical criteria. As the program does not have graduates a full accreditation cannot be granted. As such the Decision may be to:
  - a. Grant partial accreditation with recommendations and an interim report;
  - b. Grant partial accreditation with option to extend status for another two years based on the program's re-application and report demonstrating successful graduation rate and graduate success on the national licensing exams.
  
4. Accreditation denied. The program has failed to meet several of the critical criteria and four requirements. The recommendations are extensive. Decision may be to:
  - a. Deny accreditation. A full survey and revisit are required.

## TIPS FOR SURVEY TEAM MEMBERS<sup>1</sup>

### 1. **Gathering Evidence**

#### 1.1 General Comments about Evidence

- Any claims made through the accreditation process must be based on evidence.
- Evidence needs to be widespread and representative before a claim can be made.
- One way to strengthen an evidence-based claim is to seek the evidence through a range of methods (observation, document review, interviews).
- A second way to strengthen claims is to seek evidence from various people involved in the program.
- A third way to strengthen claims is to actively seek negative instances, information that would disconfirm our interpretations.

#### 1.2 Starting to Gather Evidence

- Before beginning to assess the documentation provided by the school, review the *NACOR National Accreditation Educational Agency Manual*. Consider how each criterion might be understood in the context of an optician education program.
- Set up a systematic note-taking format
- Read the program documents thoroughly.
- Look for evidence to support the Requirements. Some aspects of the documentation may provide evidence for more than one standard.
- Find evidence that seems to ensure that Requirements are demonstrated, or that seems to make it possible on a continuing basis for Requirements to be demonstrated. Such evidence may be found in policies, staffing, facilities, funding, frequency of meetings, reviews of programs.

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<sup>1</sup> Adapted from the College of Teachers of Ontario (2004).

- Make note when you see evidence that inhibits a Standard from being demonstrated (absence of documents, lack of funding, no mention, no will to implement).
- Make note of where evidence is found. Your colleagues on the Team may have missed the evidence, or may have other interpretations, so you should ensure that you could find exactly where in the documentation you have seen the evidence. Careful notation of evidence facilitates final report writing.

### 1.3 The Impact of Team Members' Beliefs and Values on Gathering Evidence

#### ***Collectively...***

Team members bring differing strengths and perspective to the accreditation process. The collective knowledge and experience of the Team provides a range of lenses through which evidence can be analyzed, thus enhancing the strength of claims that are made.

#### ***Personally...***

Personal and professional beliefs and values shape how evidence is both seen and interpreted. What individuals note as valuable information can depend on life experience, knowledge base and values.

Therefore, when considering evidence Team members should:

- Become attuned to both explicit and implicit personal views about opticianry practice and optician education, and about the nature of schools.
- Be committed to monitoring the effects of their beliefs and values. Strategies for monitoring include...
  - actively noticing emotional and judgmental reactions at all phases of the evidence gathering and report-writing process;
  - being open with other Team members about strong beliefs and biases;
  - actively seeking evidence that might disconfirm pre-existing biases; and
  - monitoring the tendency of personal beliefs to move them in directions that do not result in documenting evidence for Requirements.

## 2. Interviewing

### 2.1 Types of Interview Questions:

TYPES OF QUESTIONS	EXAMPLES
<i>Overview</i>	"Can you give me sense of what it is like to be a student in this program?"
<i>Inventory</i>	"In what ways did you..." "To what extent do you..."
<i>Process clarification questions</i>	"Help me understand how this works..." "Under what circumstances would this have occurred?" "If I was a new faculty member, help me understand how'..." "To help me understand this, could you give me an illustration of how..."
<i>Probes for clarification</i>	"You just mentioned something about an annual conference that the faculty provides. Can you tell us more about that?" "You mentioned that you believe technology is used in everyone's courses. Can you tell us more about that, and perhaps suggest where in the documentation we might look to find out about it?" "You mentioned the term ' '. Can you explain that term for us?"
<i>Probes for absences</i>	"So far today we haven't heard anyone talk about issues of informed consent in the curriculum and how this topic is introduced. Can you help us see where this might be discussed in the courses?"
<i>Probes for negative instances</i>	"In the evidence provided about program evaluation, we see that a policy exists to gather feedback from all stakeholders in the program. Can you help us see instances where the procedures work successfully and where they might break down?"

## 2.2 Good Interview Questions Are:

- *To the Point* - help build evidence required for making accreditation decisions
- *Open-ended* -do not result in dichotomous or yes/no answers
- *Singular* -help focus interviewee's thoughts
- *Clear* -provide enough explanation so that the interviewee understands why the question is being asked and why it is pertinent
- *Not Leading* -avoid phrasing that leads towards the "expected" answer

## 2.3 When Conducting an Interview:

### Opening the interview:

- Thank the participants for attending, outline the purpose of the interview, reiterate the confidential nature of the proceedings, and introduce members of the Survey Team – use the Standard Introduction provided:

***Standard Introduction  
for  
Interviews during NACOR Accreditation On-Site Reviews***

"Thank you for agreeing to participate in this interview for the accreditation review of the Opticianry Program.

The purpose of the interview is to confirm evidence about the education program's compliance with the NACOR accreditation standards and to ask for additional information where necessary.

In keeping with the transparency of the accreditation processes, notes of the comments will be made and some may be included in the Survey Team Report. The Report will not specifically identify any individuals by name nor will it attribute comments to any one person."

- Keep the tone fairly formal, but if necessary use small talk and tension-reducing language to put everyone at ease.
- Be aware of the anxiety that interviewees may have and try to make them feel comfortable.
- Start with simple questions.
- Record the participants of the interview on the Tracking Sheet provided on Page 31.

During the interview:

- Focus on the questions and on the interviewees' answers.
- Treat the interviewee as a colleague.
- Use silence.
- Demonstrate patience.
- Keep the interview to the time limit.
- Don't react to information provided by the interviewee.
- Don't offer an opinion, even when asked.
- Avoid:
  - Judgmental language: do not say "This is a great program" or "I'm really impressed with this work." When the Team reconvenes later, the other evidence may not support your comments. Instead, use language that is polite but neutral, for example, "We appreciate your efforts" or "Thank you for your openness and candor".
  - Pursuing interesting but irrelevant answers.
  - Talking about your own experience.
  - Quoting other interviewees who have gone before who might have made statements that contradict what the current interviewee has said
  - Being confrontational.
- Be able to answer questions about NACOR

Concluding the Interview:

- Ask if there are things the interviewees want to add.
- Conclude by thanking everyone for his/her participation.

2.4. Suggestions for Interviewers:

The designated interviewer should:

- Maintain eye contact with the speaker.
- Maintain a polite and respectful manner at all times.
- Be aware of his/her posture and body language.
- Ask clear, concise, one-part questions.
- Ask one question at a time.
- Use rephrasing of question where necessary.
- Probe but do not prompt the interviewee.
- Ask for clarification where necessary.
- Be able to explain what information is being sought.
- Separate the interesting answers from the useful ones; you want to move from interesting to useful.
- Provide silence to give room for others to speak.
- Organize the interview to allow all interviewees a voice.
- Observe the interviewee's non-verbal behaviour.
- Listen to all the interviewee has to say before responding or asking another question.
- Paraphrase what is heard from the speaker. Clarify understandings.

- Summarize what was heard.
- Ask whether the interviewee has anything to add.

### 3. **Note Taking**

#### 3.1 General Comments about Note-Taking

- Detailed note taking supports the process of triangulation, showing that the evidence is drawn from a variety of sources and through a variety of methods
- Evidence-based claims require details of evidence used; note taking from interviews and documents must be systematic and thorough.
- Detailed note taking should include the location of the evidence, so that evidence can be traced back to particular interviews or particular documents.
- To assist in thorough note taking, it is helpful for each Team member to develop some method of short-hand note taking, and a format that results in retrievable information to facilitate connection of evidence with the Requirements.

#### 3.2 Suggestions for Taking Notes During Interviews:

<b>Details</b>	Even if you don't fully understand what is being said, write it down. Later, the information can be discussed and clarified with other Team members during evening meetings.
<i>Identification</i>	Kept track of who said what by using initials, and listing full names at outset of interview.
<i>Verbatim phrases</i>	Where record is verbatim, put quotes around it for possible use in report writing.
<i>Judgments</i>	Be aware of effects of personal belief systems entering into note taking.
<i>Format</i>	Set up notebook pages to leave space for connecting to Requirements and for writing comments about information to verify or additional questions to be asked.
<i>Revisit</i>	As soon after the interview as is possible, re-read your notes and add any information to add to the clarity of what you have recorded. If at all possible, interviews should be organized to provide Team members with time for this between interviews.

### 3.3 Listeners and Note-takers Should:

- Listen actively, write a lot.
- Avoid interrupting, contradicting or otherwise drawing attention to you.
- Maintain active listening posture.
- Maintain neutral facial expressions and body language
- Record the name of the speaker, time, date, and session.
- Write the questions out ahead of time if possible.
- Record the essential points and key words of the speaker's response.
- Listen for evidence of the Requirements and note evidence that suggests strong support for a standard or that suggests possible impediments to compliance with a standard.

## 4. **Report Writing**

All comments in the Survey Team Report must:

- Directly relate to the criterion being addressed; and
- Be substantiated by evidence provided by the program in its Self-Study Report, during interviews, or documentation reviewed on-site.

Format for writing the Survey Team Report:

- The recommended format for comments about evidence is:
- "The program has provided evidence of compliance with this criterion by [include the reason] in the Self-study Report, page XXX."
- When writing the Survey Team Report, consider the following:

Internal Consistency	Is the report coherent and free of mixed or conflicting messages?
Clarity	Does the report say exactly what is intended, thus avoiding misinterpretation of information contained within the report?
Perspective	Does the report clearly represent the findings and recommendations coming from the Team as a whole and not just one member or point of view?
Comprehensiveness	Does the report note whether the program satisfies all the conditions for accreditation?
Tone	Does the report use diplomatic language, while being direct and clear to its meaning?
Limits	Does the report include comments on advocacy matters that go beyond the requirements for accreditation?
Documentation	Do the findings clearly state the context or identify the evidence on which the statements are based?

When developing the Survey Team Report avoid:

- Naming individuals; comment, if necessary, on the office, not the officeholder.
- Praising or blaming as it is not the purpose of an accreditation review.
- Making gratuitous or trivial recommendations
- Offering specific suggestions to remedy a perceived problem; instead, a brief diagnostic statement of the perceived problem, linked to the appropriate accreditation condition is usually sufficient, leaving the specific solution to be worked out by the institution
- Advocating personal interests of Team members as well as individually favored educational theories
- Including satirical and accusatory statements.



**The following template will lay out format.  
The Survey team just needs to fill in the  
appropriate information to complete the report.**

**National Association of Canadian Opticianry  
Regulators**

NACOR

## National Association of Canadian Opticianry Regulators

### National Accreditation Survey Team Report

Institution:

Program:

Team Chair:

Team Members:

**Recommendation of Accreditation Team:** To accredit the program for six years,  
at which time it will become part of the annual review schedule.

\_\_\_\_\_  
Chair's Signature

\_\_\_\_\_  
Date

## Purpose of Accreditation

The purpose of the accreditation process is:

- a. to assess and verify the extent to which an Opticianry program meets the national Requirements;
- b. to ensure the competency of program graduates; and
- c. to maintain national Requirements of program quality in order to facilitate labour mobility.

The following report reflects the findings and opportunities for improvement identified by the NACOR Survey Team following the assessment of documents provided by the ABC College Optical Program and subsequent Site Visit conducted on **(date)**.

The report has been developed based on the accreditation requirements identified in the National Association of Canadian Opticianry Regulators National Accreditation Educational Agency Manual dated April 2008.

The assessment for accreditation was conducted by:

Accreditation Consultant and Survey Team Leader

Assessor:

Assessor:

Assessor:

The Survey Team was also supported by:

**(Names and positions of individuals who may have been supplied by the Educational Agency to assist in the Site Visit.)**

## ACCREDITATION REQUIREMENTS

**REQUIREMENT ONE: the program outcomes and delivery ensure that graduates achieve the entry-level competencies for the individual disciplines of dispensing eyeglasses, dispensing of contact lenses, dispensing of sub-normal vision devices, and the measurement of refractive error as defined in the National Accreditation Framework document.**

**1.1 The program's goals and the competencies achieved through the curriculum are consistent with the National Accreditation Framework. (Major Criterion)**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, the location of any information related to Opportunities such as on the National Accreditation Framework, and to which Appendix the Opportunities for Improvements are referenced.**

- a) Provide a statement of program goals.
- b) Provide a description in point format that illustrates how program goals are consistent with the National Accreditation Framework.
- c) Attach, as an appendix, all course outlines in the program. These outlines must identify the learning components and outcomes covered within the program.
- d) Attach, as an appendix, cross-referencing of the National Accreditation Framework against the courses, which reflect those competencies.

**National Accreditation Requirements Framework**

<p>A. Practice according to the codes of conduct and professional Requirements</p> <p>A1) Explain the function of the Regulatory body, professional associations and provincial regulatory legislation.</p> <p>A2) Adhere to the Requirements of Practice, legislation and code of ethics related to the Dispensing of Eyeglasses, Contact Lenses and Sub-Normal Vision services.</p> <p><b>**Note whether or not there were any findings</b></p> <p><b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b></p> <p><b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b></p> <p><b>**Indicate the evaluative instruments used to confirm the students understanding</b></p> <p><b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
<p>B. Promote and ensure appropriate vision care for the patient.</p> <p>B1) Gather and analyze meaningful data.</p> <p>B2) Record information accurately.</p> <p>B3) Prepare recommendations based on defined needs.</p> <p>B4) Teach patients about good vision care.</p> <p>B5) Evaluate the patient's application of eyeglasses, contact lenses, and sub-normal vision devices.</p> <p>B6) Plan and deliver follow-up care.</p> <p><b>**Note whether or not there were any findings</b></p> <p><b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b></p> <p><b>**Indicate the area of curriculum supporting the conformance, such as a course or unit of instruction</b></p> <p><b>**Indicate the evaluative instruments used to confirm the students understanding</b></p> <p><b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
<p>C. Conduct business in a professional manner.</p> <p>C1) Manage time and organize patient care effectively and efficiently.</p> <p>C2) Manage human resources.</p> <p>C3) Perform marketing tasks.</p> <p>C4) Control inventory.</p> <p>C5) Use current business practices and technology.</p> <p>C6) Comply with applicable business laws and regulations</p> <p>C7) Apply problem-solving skills</p> <p>C8) Perform administrative tasks</p> <p><b>**Note whether or not there were any findings</b></p> <p><b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b></p> <p><b>**Indicate the area of curriculum supporting the conformance, such as a course or unit of instruction</b></p>

<p><b>**Indicate the evaluative instruments used to confirm the students understanding</b>  <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
D. Assess patient vision and visual needs within the scope of practice.
D1) Demonstrate an understanding of the structures and functions of the eye
D2) Demonstrate an understanding of the external anatomical structures
D3) Demonstrate an understanding of the visual pathway
D4) Demonstrate an understanding of the photochemistry of vision
D5) Demonstrate an understanding of visual fields
D6) Demonstrate an understanding of binocular function
D7) Demonstrate an understanding of refractive conditions of the eye
D8) Demonstrate an understanding of ocular motility
D9) Understand the correction of visual error and apply principles of refraction.
D10) Analyze data to design ophthalmic appliances
D11) Integrate concepts of anatomy, physiology and pathology in order to provide optimum care.
<p><b>**Note whether or not there were any findings</b>  <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>  <b>**Indicate the area of curriculum supporting the conformance, such as a course or unit of instruction</b>  <b>**Indicate the evaluative instruments used to confirm the students understanding</b>  <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
E. Fit, prepare and dispense appropriate devices using current practices and technology.
E1) Demonstrate an understanding of physical optics.
E2) Interpret the prescription.
E3) Understand and apply knowledge of lens theory for the correction of ametropia.
E4) Apply knowledge of binocular vision.
E5) Troubleshoot.
<p><b>**Note whether or not there were any findings</b>  <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>  <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b>  <b>**Indicate the evaluative instruments used to confirm the students understanding</b>  <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b></p>
F. Fit, prepare and dispense appropriate eyeglasses using current practices and technology.
F1) Apply knowledge of lens theory and perform ocular measurements.
F2) Demonstrate an understanding of aberrations.
F3) Use ophthalmic instruments and aids for eyeglass fitting.
F4) Advise and assist with frame and lens choice.
F5) Design, prepare and order eyeglasses.

F6) Fabricate eyeglasses and perform needed repairs.
F7) Evaluate completed eyeglass product.
F8) Deliver eyeglasses.
<b>**Note whether or not there were any findings</b> <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b> <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b> <b>**Indicate the evaluative instruments used to confirm the students understanding</b> <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
G. Fit, prepare and dispense appropriate contact lenses using current practices and technology.
G1) Interpret the prescription.
G2) Develop patient's visual profile.
G3) Use ophthalmic instruments and devices to perform ocular measurements and assessments for contact lens fitting
G4) Evaluate existing contact lens.
G5) Review range of lens choices.
G6) Use diagnostic lenses and calculate contact lens specifications.
G7) Design, prepare, order and modify optically correct contact lenses.
G8) Evaluate and correct performance of contact lenses.
G9) Provide follow-up care and evaluate anomalies affecting contact lens wear.
G10) Demonstrate proper aseptic techniques for contact lenses.
<b>**Note whether or not there were any findings</b> <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b> <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b> <b>**Indicate the evaluative instruments used to confirm the students understanding</b> <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
H. Fit, prepare and dispense appropriate sub normal vision devices using current practices and technology.
H1) Recognize symptoms specific to the low vision patient.
H2) Interpret the prescription and evaluate the patient needs.
H3) Advise patient on purchase, use and maintenance of sub normal vision appliances.
<b>**Note whether or not there were any findings</b> <b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b> <b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b> <b>**Indicate the evaluative instruments used to confirm the students understanding</b> <b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
I. Implement and maintain infection control and safe practices.
I1) Demonstrate proper aseptic techniques.

I2) Teach patients proper hygiene protocols.
I3) Recognize and control infection hazards.
I4) Use safe procedures related to tools, equipment and products
<b>**Note whether or not there were any findings</b>
<b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>
<b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b>
<b>**Indicate the evaluative instruments used to confirm the students understanding</b>
<b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
J. Communicate effectively.
J1) Use a wide range of verbal and nonverbal communication strategies.
J2) Communicate effectively with health care professionals and patients.
J3) Prepare documents and patient records.
J4) Use effective interpersonal skills to resolve conflicts and complaints
<b>**Note whether or not there were any findings</b>
<b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>
<b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b>
<b>**Indicate the evaluative instruments used to confirm the students understanding</b>
<b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
K. Perform as a member of a health care team.
K1) Collaborate as both a team member and team leader in the workplace.
K2) Liaise, refer and interact with all eyecare professionals.
<b>**Note whether or not there were any findings</b>
<b>**Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence</b>
<b>**Indicate the area of curriculum supporting the conformance, such as a course and number</b>
<b>**Indicate the evaluative instruments used to confirm the students understanding</b>
<b>** Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed</b>
L) Perform a refraction Routine
L1) Apply knowledge of anatomy and physiology of the visual system, to assess refractive status
L2) Demonstrate knowledge of instruments and procedures used in visual assessment
L3) Assess refractive status.
L4) Analyze meaningful data related to ocular status
L5) Determine the corrective lens power.
<b>**Note whether or not there were any findings</b>

**\*\*Note the percentage of conformance to the NACOR requirements for National Accreditation supported by the evidence**  
**\*\*Indicate the area of curriculum supporting the conformance, such as a course and number**  
**\*\*Indicate the evaluative instruments used to confirm the students understanding**  
**\*\* Where there are findings or percentages of non conformance indicate in which Opportunity for Improvement the deficiencies are addressed**

**1.2 The program is responsive to all relevant stakeholders.**

***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

a) Attach, as an appendix, minutes or reports of past meetings (within the past three years) involving employer groups, association representatives, or other advisory groups and the relevant recommendations and actions that are resulting from those consultations. b) Provide documentary evidence, attached as an appendix, of consultation with stakeholders such as, alumni, and employers.

**1.3 Student achievement of the competencies is measured/evaluated throughout all delivery modalities used in the program including in the practice environment. (Major Criterion)**

***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed**

- a) Describe the mechanisms used to evaluate student achievement of the competencies.
- b) Describe the mechanisms in place to ensure communication between the didactic and clinical training courses, sites or presentations.
- c) Attach, as an appendix, samples of evaluation instruments used to assess student achievement of both theoretical and application-oriented competencies including those used in placements or clinical settings.
- d) Attach, as an appendix, four typical student evaluations/examinations (names deleted) that demonstrate the assessment of student competency. Two of these samples must be practice-oriented.
- e) Attach, as an appendix, samples of both formative and summative evaluations used in the program that appropriately illustrate the measurement of knowledge and skills in the program.

**1.4 Graduate statistics illustrate that students have achieved the competencies in the National Accreditation Framework. (Major Criterion)**

***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Attach, as an appendix, samples of student feedback evaluations, alumni feedback, as well as employer satisfaction surveys.
- b) Attach, as an appendix, documentary evidence of results of registration/licensing examinations for the most recent three-year period where available.
- c) Attach, as an appendix, graduation statistics for a three-year period.
- d) Attach, as an appendix documentary evidence indicating the employment level of graduates for the past three years.

**Requirement 1 Summary Statement**

**Prepare a statement expressing your impressions and observations of this Requirement following the Site Visit– the statement may be the same information presented at the exit interview, and should contain positive observations, as well as remarks about findings or any areas that may result in Opportunities for Improvement.**

**REQUIREMENT TWO: Students are supported in their learning with the resources required to achieve competencies specified in the National Accreditation Framework.**

**2.1 The post secondary institution, through its Opticianry Program, ensures that each student is prepared and provided with access to the appropriate academic information, learning tools, opportunities and resources necessary to successfully complete the program. (Major Criterion)**

***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Attach, as an appendix, examples of program and post secondary institution policies and protocols that exist to provide students with accurate information about the Opticianry Program and the profession.
- b) Attach, as an appendix, examples that the program/post secondary institution ensures compliance with provincial and federal regulations, and ensures student exposure to safe working practices.
- c) Attach, as an appendix, a copy of all applicable academic policies.
- d) Describe resources and services provided to students such as student advisement, counseling, financial aid, scholarship and bursary programs.
- e) Describe how students' rights are protected through policies and practice (e.g. confidentiality, freedom from discrimination, privacy). Attach relevant policies as an appendix.

**2.2 The program provides adequate staffing to meet program needs. This involves suitable (possessing the required education and experience) faculty and staff to ensure the achievement of program outcomes.**

***Documentation required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe the mechanism for the selection process-- the appointment, review and reappointment of program faculty teaching vocationally oriented subjects (both full and part-time) and staff (both full and part-time).
- b) Describe the process used to evaluate and to follow up on instructor performance. If the process varies for full and part-time faculty, please describe the differences.
- c) Identify relevant policies/protocols and professional development opportunities available for faculty including clinical updating, skill enhancement in educational techniques, and advances in the profession.

- d) Describe the faculty-student ratios in each of the following areas: teaching, laboratory and clinic.
- e) Outline the process in place for faculty and departmental meetings and provide, attached as an appendix, copies of minutes for the past three academic years.

**2.3 The program provides sufficient and suitable learning resources, facilities and equipment appropriate for program and course outcomes.**

***Documentation Required***

**\*\*Note whether the information was supplied, or not supplied, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe the variety and quantity of learning resources (inventory) available to students in the program including classroom and library facilities, laboratories, print and audio-visual material/equipment as well as access to electronic and profession relevant resources (e.g., labs).
- b) Demonstrate that the materials and equipment are current and meet industry Requirements in the profession (e.g., provide examples of current equipment being used).
- c) Provide documentary evidence, attached, as an appendix, that instructors and students have provided feedback on instructional materials and equipment, and that the instructional materials and equipment used are adequate and appropriate to the program and course objectives.

**Requirement 2 Summary Statement**

**Prepare a statement expressing your impressions and observations of this Requirement following the Site Visit. The statement may be the same information presented at the exit interview, and should contain positive observations, as well as remarks about findings or any areas that may result in Opportunities for Improvement.**

**REQUIREMENT THREE: Processes for program evaluation are in place to ensure on-going quality control and improvement.**

**3.1 Processes for program evaluation result in continuous quality improvement. (Major Criterion)**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe the cyclical mechanisms in place to evaluate the program and implement improvements.
- b) Provide and attach, as an appendix, documentary evidence of the existence of a program and curriculum review committee or body which is either institutional or specifically constituted for the program.
- c) Provide and attach, as an appendix, documentary evidence that employers, instructors and students/alumni contribute to program review.
- d) Provide and attach, as an appendix, documentary evidence that the recommendations of the program and curriculum review have been implemented.

**3.2 The program implements recommendations from a NACOR accreditation review to ensure compliance with the NACOR process and requirements. (Major Criterion)**

***Documentation required (once programs have been through the accreditation process)***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed. If this is a first accreditation, indicate NA.**

- a) Describe the program's process to monitor compliance with a NACOR accreditation review.
- b) Provide and attach, as an appendix, documentary evidence that program changes that have been made are consistent with NACOR accreditation recommendations.
- c) Provide and attach, as an appendix, documentary evidence of ongoing communication with NACOR regarding accreditation requirements and any changes that the program has undergone.

### **Requirement 3 Summary Statement**

**Prepare a statement expressing your impressions and observations of this Requirement following the Site Visit. The statement may be the same information presented at the exit interview, and should contain positive observations, as well as remarks about findings or any areas that may result in Opportunities for Improvement.**

**REQUIREMENT FOUR: The administration of the program supports academic success in a responsive and collaborative environment.**

**4.1 The program has a clearly communicated structure and lines of authority to support its human and administrative requirements.**

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Attach, as an appendix, an organization chart and job descriptions specifically related to the coordination of the program.
- b) Provide and attach, as an appendix, documentary evidence that persons who administer/supervise each aspect of the program are qualified to ensure fulfillment of the program's goals and outcomes.
- c) Provide documentary evidence of the communication strategies and coordination that exist with clinical/placement settings (e.g. attach, as an appendix, clinical/placement agreements; describe the coordination of clinical instruction, nature and frequency of communication with clinical settings).

**4.2 The educational agency maintains enrolment, attrition and graduation data for the program and uses such data to make program adjustments as required. (Major Criterion)**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe the process used to collect and monitor application, enrolment, attrition, and graduation, data.
- b) Provide and attach, as an appendix, documentary evidence that the data collected has been applied to modify the program as applicable.

**4.3 Requirement: The program has Requirements related to admission, promotion and graduation that are applied consistently.**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Identify admissions/promotion/graduation policies and requirements and describe how they are applied.
- b) Describe all intake-screening procedures including interviews and assessments utilized in the admission process.

**4.4 Student records are kept according to defined Requirements related to content, timelines, and confidentiality,**

***Documentation Required:***

**\*\*Note whether the information was supplied, or not supplied, or gathered during the Site Visit, whether deficiencies were noted, and in which Opportunity for Improvement the deficiency is addressed.**

- a) Describe policies related to the maintenance of records of student learning and the awarding of course credits.
- b) Attach, as an appendix, examples of records (names removed) of student learning and the awarding of course credits where applicable, that are based on clearly defined criteria.
- c) Attach, as an appendix, a sample of the permanent record of the student's achievement/transcript (name removed) within the program.

**Requirement 4 Summary Statement**

**Prepare a statement expressing your impressions and observations of this Requirement following the Site Visit. The statement may be the same information presented at the exit interview, and should contain positive observations, as well as remarks about findings or any areas that may result in Opportunities for Improvement.**

## **Appendix A**

### **Findings**

A statement of evidence of a non-conformance to NACOR requirements for National Accreditation, such evidence being confirmed as having been acknowledged by the educational agency.

**Record each Finding fully, noting the specific Requirement area for each finding.**

#### **Finding #1**

#### **Finding #2**

#### **Finding #3**

### **Recommended Closing Statement**

Findings may be accreditation threatening, and NACOR has an expectation that each will be addressed by the EA in their response to this report, either by providing evidence that the finding is incorrect, or that the EA has fully undertaken to rectify the finding and proves a suitable timeframe for the undertaking to be completed.

### **Opportunity for Improvement**

A statement outlining a potential problem or weakness that is noted but not a direct non-conformance with any NACOR requirement. By its nature or magnitude it is not national accreditation threatening, however, the Education Agency is expected to respond to each OFI indicating what it intends to do to improve the program

**Articulate each Opportunity for Improvement fully, note your observations and concerns, and provide recommendations/solutions for each opportunity including a rationale for each. Include the manner in which your observation or concern was supported during information review and gathering.**

#### **Opportunity for Improvement #1**

#### **Opportunity for Improvement #2**

#### **Opportunity for Improvement #3**

#### **Opportunity for Improvement #4**

### **Recommended Closing Statement**

As previously noted in the definition of Opportunity for Improvement, (OFI), the nature of these statements are not accreditation threatening, however NACOR does have an expectation that ABC College will respond to each OFI, and indicate what measures have been taken to improve the program.