

FQFA Application Process Comparison and Environmental Scan

Prepared by Duklas Cornerstone Consulting Inc.
For Saskatchewan Polytechnic Admissions Project Team
Chaired by Dr. Barbara Gustafson

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FQFA Application Process Comparison

*institutions that are members of Polytechnics Canada

Institution	Main Website	Term Used Similar to FQFA	Type of Information	Source Website	FQFA related information	Notes
Saskatchewan Polytechnic (Sask Polytech)*	https://saskpolytech.ca/	First-qualified, first-admitted	Web message - Admission Processes	https://saskpolytech.ca/admissions/apply-and-register/admission-processes.aspx	<p>First Qualified/First Admitted (FQFA)</p> <p>Canadian Citizens and Permanent Residents (landed immigrants)</p> <p>Applications are accepted all year round for FQFA programs. For the greatest chance of obtaining a seat, Domestic applicants (Canadian citizens and permanent residents [landed immigrants]) are encouraged to apply before our February 15th priority consideration date. The First Qualified/First Admitted (FQFA) process is used for the majority of Saskatchewan Polytechnic programs. The sooner an application is received with all of the required documentation (application, fee, transcripts, requested documents), the earlier that applicant may become 'qualified' for admission to a program. The day that an application is considered complete is the FQFA date. Qualified applicants are admitted in the order of their assigned FQFA dates.</p> <p>Once the program is filled, qualified applicants are waitlisted in the same order. If seats become available, additional admission offers are made. Following the program start date, any domestic waitlisted applicants who have not been offered a seat are invited to reapply for the next academic year, and by doing so will maintain their FQFA date.</p>	
			Admissions Policy Statement - Policy	https://saskpolytech.ca/about/about-us/documents/policies/admissions1217.pdf	Saskatchewan Polytechnic admits students to the majority of its post-secondary programs on a first-qualified, first-admitted (FQFA) basis.	
			Admissions Policy Statement - Definitions	https://saskpolytech.ca/about/about-us/documents/policies/admissions1217.pdf	<p>First Qualified First Admitted (FQFA) Admission Process: This process is used for the majority of Saskatchewan Polytechnic programs. When Saskatchewan Polytechnic determines that students meet the program's admission requirements, they are offered admission based on the date they fully qualify for the program. The earlier students provide the required documents and information for admission to the next intake of the program, the earlier they might begin their studies. International applicants apply to a specific intake and acceptance offers may consider study permit processing times.</p> <p>High Demand Admissions Process: This process is used for programs designated high-demand when there are consistently more applicants than spaces available at each Saskatchewan Polytechnic location at which they are offered. High-demand programs have admission requirements plus additional selection criteria.</p>	
			Admissions Procedure	https://saskpolytech.ca/about/about-us/documents/procedures/admissionsprocedures1217.pdf	Special admission is available for most first-qualified first-admitted (FQFA) programs for applicants who do not possess the standard academic qualifications. Evidence of probable success is established through a special admission assessment. Criteria for special admission include standardized tests and/or proof of previous success through completion of 15 credit units or more of post-secondary courses, and are posted on the Saskatchewan Polytechnic website. Special admission does not apply to designated high-demand programs.	
Northern Alberta Institute of Technology (NAIT)*	www.nait.ca	First qualified, first offered	Web message - Admission Requirements	https://www.nait.ca/nait/admissions/how-to-apply/entrance-requirements/how-does-nait-evaluate-my-application/non-competitive-entrance	<p>Non-competitive Entrance</p> <p>Many of NAIT's programs have non-competitive entrance requirements and admit students on a first-qualified approach.</p> <p>First qualified</p> <p>How first qualified works</p> <p>In this system, applicants who meet minimum entrance requirements are admitted according to the date their complete application is received.</p> <p>How you can identify if a program is first qualified</p> <p>If a program does not refer to "Competitive Entrance" under the requirement of your program of interest, the program follows the first qualified admissions process.</p>	
			Admission Policy - Definitions	file:///C:/Users/Anna/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/AD%201.0%20Admissions%20Policy%20(1).pdf	First-qualified, First-offered Selection: Admission selection process for programs that accept minimally qualified applicants on an ongoing basis until the program enrolment target is met.	

			Selection of Applicants Procedure	file:///C:/Users/Anna/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/AD%201.04%20Selection%20of%20Applicants%20Procedure%20(1).pdf	Applicants that have applied to a first-qualified, first offered program are admitted into the program if minimum requirements for the program are met and there is space available in the program.	
			Selection of Applicants Procedure waitlisting	file:///C:/Users/Anna/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/AD%201.04%20Selection%20of%20Applicants%20Procedure%20(1).pdf	First-qualified, first-offered applicants who apply after the program enrolment target is met are placed on a waitlist by date, in the order that a complete application was received	
Southern Alberta Institute of Technology (SAIT)*	www.sait.ca	Direct entry or first qualified, first accepted	Web message - Admission Requirements	https://www.sait.ca/admissions/admission-and-selection/admission-requirements	All full-time programs have academic requirements you must meet in order to qualify for admission. Some programs also have additional selection criteria in place to determine program suitability. Refer to the information below for a quick overview of academic requirements and selection criteria, if applicable, for each program.	This website provides a list of programs, admission requirements and whether or not there is additional selection criteria
			Web message - program highlight	https://www.sait.ca/programs-and-courses/full-time-studies/diplomas/administrative-information-management	This is a direct entry program. Applicants who meet the admission requirements are offered spots based on first qualified, first acceptance if space is available.	It's at this level that "direct-entry" is clarified as a first qualified, first accepted process. Reference to "direct entry" does not appear in their Admission Policy or Procedure.
			Admission Procedure- Definition	file:///C:/Users/Anna/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/AC.1.5.1%20Admission%20(1).pdf	First qualified, first-offered program: A program that offers seats to qualified applicants as they apply, with no selection process.	
			Admission Procedure- Definitions	file:///C:/Users/Anna/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/AC.1.5.1%20Admission%20(1).pdf	Selection: A process whereby additional criteria above the minimum admission requirements are used to determine acceptance into a program.	
			Admission Procedure	file:///C:/Users/Anna/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/AC.1.5.1%20Admission%20(1).pdf	Qualified applicants to first-qualified, first-offered programs will be offered immediate acceptance to the program until the program is full. All qualified applicants who apply after the program is full will be placed on a wait list in the order in which they applied.	
British Columbia Institute of Technology (BCIT)*	www.bcit.ca	First qualified	Web message - Program Entry	https://www.bcit.ca/study/programs/8040bsc#entry	Applicants must meet all entrance requirements and will be accepted on a first qualified basis as long as space remains.	Potential applicants are directed from the "entrance requirements" page to individual program pages for information on specific requirements which also indicates basis of admission such as "first qualified". It does not appear in their Admission Policy, Procedure or Glossary of Educational Policy Terms.
Kwantlen Polytechnic University (KPU)*	www.kpu.ca	Open or Limited Intake	Web message - Admission Requirements	https://www.kpu.ca/admission/requirements	Applicants to undergraduate open intake areas of study are subject to Faculty admission requirements. Applicants to undergraduate limited intake areas of study are subject to program admission requirements.	Faculty admission requirements includes undergraduate English proficiency.
			Admission Procedure Intake Types	https://www.kpu.ca/sites/default/files/AR2%20Admission%20Procedure.pdf	Open Intakes An application cycle for an intake in which a limit HAS NOT been set on the number of students admitted. Limited Intakes An application cycle for an intake in which a limit HAS been set on the number of students admitted.	With open intakes, applicants are admitted on a continuous basis as spaces become available.
			Admission Procedure Waitlisting	https://www.kpu.ca/sites/default/files/AR2%20Admission%20Procedure.pdf	If there is no space in a limited intake program qualified applicants may be waitlisted and offered admission to the Faculty.	
			Admission Procedure Instructional Cycles	https://www.kpu.ca/sites/default/files/AR2%20Admission%20Procedure.pdf	Continuous Instructional offerings that utilize rolling admission whereby each student starts and ends courses on an individual basis. Continuous instructional cycle offerings have a limited number of seats that are continuously filled as space becomes available.	

			Admission Procedure Deferral	https://www.kpu.ca/sites/default/files/Policies/AR2%20Admission%20Procedure.pdf	Applicants to fixed-term and continuous intake studies may state a preferred start-date at the time of application only. If the preferred start date is full, applicants will be placed on a waitlist for admission. Applicants who have been offered admission to the intake coinciding with their preferred start-date will be permitted one refusal without losing his/her place on the waitlist and will be made the next available offer. A second refusal will result in removal from the waitlist and re-application is required.	It is on their deferral procedure that information can be found on waitlisting if a program is full.
Manitoba Institute of Trades & Technology (MITT)	www.mitt.ca		Web message - Application processing	https://mitt.ca/admissions/how-to-apply-canadians-and-permanent-residents	Once your application assessment is complete, a notification will be issued by email outlining one of the following: <ul style="list-style-type: none"> • Applicant meets entrance requirements and an Offer of Admission will follow; or • Applicant meets entrance requirements, but a seat is not available at this time. You will be placed on a waitlist; or • Applicant does not meet entrance requirements, and is not eligible for admission at this time e.g. Math 40S is required. 	There is no reference to types of admission processes. Admission Policy or Procedure does not seem to be available to the public. Specific entrance requirements are listed on each program page.
Six Nations Polytechnic	www.snpolytechnic.com		Web message - How to Apply	https://www.snpolytechnic.com/admissions/how-apply	For the following programs, application process varies and will be available shortly. <ul style="list-style-type: none"> • RPN to BScN • Master of Professional Education • Language Courses for Visiting Students on Letter of Permission 	No real details on the admission process. Admission Policy or Procedure does not seem to be available to the public. They do offer both university and college courses (online applications for university programs and OntarioColleges.ca for college programs).
Algonquin College of Applied Arts & Technology*	www.algonquincollege.com	Equal consideration followed by first-come, first-served	Web message - Application & Admission Details	https://www.algonquincollege.com/business/program/accounting-and-financial	Applications for Fall Term and Winter Term admission received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as places are available.	First-come, first-served process followed only AFTER a certain date. Any reference to application process is on program pages.
			Admission Policy - Definitions	https://www.algonquincollege.com/policies/files/2015/09/AA04.pdf	Equal Consideration Date Date by which all qualified applications are considered	
			Admission Policy - Selection Process	https://www.algonquincollege.com/policies/files/2015/09/AA04.pdf	The selection process requires that all applicants be reviewed using three criteria: <ul style="list-style-type: none"> • College eligibility • Program eligibility • Applicant selection -All applications received by February 1 will be given equal consideration. Applications received after February 1 will be processed on a first-come, first-served basis as long as spaces are available in the program.	
Conestoga College*	www.conestogac.on.ca	Academic strength	Web message - Admission to a Program	https://www.conestogac.on.ca/admissions/admission_acadstrength.jsp	Applicants must meet admission requirements in order to be considered eligible for admission to a program. Meeting minimum admission requirements does not guarantee admission into a program.	
			Web message - Admission Procedures	https://www.conestogac.on.ca/fulltime/business-finance	<ul style="list-style-type: none"> • An academic strength is calculated by averaging the submitted marks of required subjects. If more than one mark is received for a required subject, the highest mark will be used in the calculation. • Ten (10) additional marks are added to each Advanced level, OAC, U, U/C, and post-secondary course used in the calculation of the academic strength. 	
			Admission Policy - Oversubscribed and highly competitive programs	https://cms.conestogac.on.ca/sites/corporate-websites/policies/PDFDocuments/Academic/Admissions%20Policy.pdf	Where eligible applicants exceed the number of available program spaces (oversubscribed or highly competitive program), applicants will be accepted into the oversubscribed program according to the priority for admission listed above. <ul style="list-style-type: none"> • Oversubscribed and highly competitive programs may apply program-specific criteria for selection of applicants. All program-specific selection criteria will adhere to the guidelines listed under "Applicant selection" in the Admission Procedure document. • Random selection will not be used as an applicant selection technique. • <i>Waiting Lists</i> Realistic waiting lists will be established for oversubscribed and highly competitive programs and will be based on the experience of the registrar's office, the historical enrolment trends of the program, and the likelihood of vacancies occurring after Conestoga has sent out final admission offers. The waiting lists will be maintained up to the end of the registration period. The registrar's office will inform applicants, upon request, of their relative position on the wait list as soon as their relative position can be reasonably determined. 	
			Admission Procedure Applicant Eligibility/Selection	https://cms.conestogac.on.ca/sites/corporate-websites/policies/PDFDocuments/Academic/Admission%20Procedure%20-%20Full-Time%20and%20Part-Time%20Programs.pdf	Applicants are considered for admission based on academic strength or a combination of academic strength and, where applicable, the score on any supplementary admission requirements in place for the program, according to the weighting formula determined by the program if applicable.	

Fanshawe College*	www.fanshawec.ca	Equal consideration followed by first-come, first-served	Web message - Understand the college selection process	https://www.fanshawec.ca/admissions/applying	Equal Consideration Deadline: We do not make admissions decisions for September, January, March or May start dates until after February 1 each year. Up until this deadline, all applications are considered in an equal basis. After February 1, we admit qualified applicants on a first come, first served basis until programs are full.	
			Web message - Applicant Selection Criteria	https://www.fanshawec.ca/programs/bus1-business/next#group_admission	Where the number of eligible applicants exceeds the available spaces in the program, the Applicant Selection Criteria will be: 1. Preference for Permanent Residents of Ontario 2. Receipt of Application by February 1st (After this date, Fanshawe College will consider applicants on a first-come, first-served basis until the program is full) 3. Achievement in the Admission Requirements	
			Admission Policy - Applicant Selection	https://www.fanshawec.ca/sites/default/files/legacy/oldfanshawe/sites/default/files/assets/policies/pdf/a108.pdf	In accordance with Ministry policy, where the number of program-eligible applicants exceeds available spaces, and selection criteria beyond those of program eligibility are invoked, such criteria are established by the College on a program-specific basis. The criteria are objective, measurable and relevant to the program.	
			Admission Policy - Ranking Criteria	https://www.fanshawec.ca/sites/default/files/legacy/oldfanshawe/sites/default/files/assets/policies/pdf/a108.pdf	Criteria that may be used to rank applicants for selection to programs include: •Secondary School Achievement or Equivalent •Post-secondary Academic Achievement •Non-academic Criteria •Random Selection •Selection Grids •Non-Academic Selection Criteria	
George Brown College*	www.georgebrown.ca	Equal consideration followed by space availability	Web message - Admissions Policies & FAQs	https://www.georgebrown.ca/admissions/admissions-policies-and-faqs.aspx	George Brown College generally admits students as follows: 1. In many cases, high school grades are used to qualify an applicant for admission. 2. Mature students (19 or older) who do not have Ontario Secondary School Diploma credits, or equivalent, may take an admissions assessment (test). 3. For programs that include an additional requirement, such as an audition, portfolio or interview, high school grades (or test results) may be used in combination with the results of the additional requirements. Applicants are ranked according to their academic achievements and additional requirements. Highly competitive programs These are certain high demand programs that attract a significant volume of qualified applicants by February 1 to fill the program for the fall. In such cases: •All pre-February 1 applicants receive equal consideration (for fall term). •Applicants who apply after February 1 will be considered if spaces remain within the program. •For winter and spring terms, applicants are considered based on available seats and ranked according to their academic achievements and additional requirements.	Site does not indicate the first-come, first-served application process after Feb 1st, but since they are in Ontario they probably have it.
			Web message - FAQ Guidance Counsellors	https://www.georgebrown.ca/whygeorgebrown/parents_and_counsellors/faq/#18	What are the approximate cut-off ranges to get into the different programs? What are the most competitive programs to get into? Some cut-off ranges are as follows: Dental hygiene 80%+, Dental tech. 70%, Denturism 70%. These will change from year to year, as the pool of applicants and marks change. The percentages referred to above are based on overall rankings scores not grade point averages. The following are the most competitive programs: Dance, Dental Assistant, Dental Hygiene, Dental Technology, Denturism, ECE, Fitness and Lifestyle Management, Orthotic/Prosthetic Technician, Practical Nursing, Restorative Dental Hygiene, Theatre Arts and Graphic Design.	
Humber College*	humber.ca		Web message - Admission Requirements	https://humber.ca/admissions/apply/admission-requirements.html	Before you apply Before you apply, be sure that you understand and will meet the minimum admission requirement by the start of the first day of class. If you have any questions about admissions, contact an Admissions representative. Humber's programs are competitive. Meeting the minimum admission requirement does not guarantee acceptance to the program. The best qualified applicants receive the first admission offers.	Their Admission Policy or Procedure does not seem to be available to the public.

			Web message - Selection Procedures	https://humber.ca/admissions/apply/admission-requirements.html	Limited Enrolment Programs Certain programs are highly competitive, and receive a sufficient number of qualified applicants to fill the program by February 1 for the fall semester. To have the best chance of being accepted to a limited enrolment program, apply before the February 1 equal consideration date. Applicants who apply after February 1 are only considered if space remains in the program. For winter and summer semesters, applicants are considered and admitted on a first-come, first-served basis.	
			Web message - Program Admission Requirements	https://business.humber.ca/programs/accounting-bachelor-of-commerce.html	Selection: Admission selection is based on the academic criteria indicated. Meeting minimum eligibility requirements does not guarantee admission.	
Red River College (RRC)*	www.rrc.ca	Qualifying sequence	Web message - Admission Requirements	https://www.rrc.ca/future-students/admission-requirements/	Some programs are special selection programs, and offers of admittance will be made based on the results of a specific admission requirement such as adjusted grade point average (AGPA) or multiple mini interviews (MMIs).	
			Admissions Policy	https://www.rrc.ca/legal/policies/application-and-admission-to-college-programs/	Applications are processed in qualifying sequence as set forth by the College.	Web site did not have any information on "qualifying sequence".
Seneca College*	www.senecacollege.ca	Equal consideration followed by first-come, first-served	Admission Policy - Applicant Selection	https://www.senecacollege.ca/about/policies/admissions-policy.html	Applications received by February 1 prior to the academic year in which a program begins are given equal consideration. Applications received after February 1 are considered on a first come first served basis if space remains in the program. Qualified applicants will be selected to receive an offer of admission based on the following priority: <ul style="list-style-type: none"> •Residents of Ontario •Residents of Canada •All other applicants. If a program is oversubscribed after the above residency prioritization, qualified applicants will be ranked according to predetermined, measurable, program-specific criteria.	Admission requirements on program pages do not mention anything about the admit process. The Admission Policy states that the admit process is aligned with the Ontario "Admissions Criteria Minister's Binding Policy Directive".
Sheridan College*	www.sheridancollege.ca	Equal consideration followed by first-come, first-served	Web message - Applicant Selection	https://academics.sheridancollege.ca/programs/business/admission-requirements	Eligible applicants are selected on the basis of previous academic achievement (the average of their six highest senior-level credits, including required courses).	Program pages list specific entrance requirements.
			Admission Policy - Definitions	https://policy.sheridanc.on.ca/dotNet/documents/?docid=1040	Equal Consideration Date – The date by which all qualified applications are considered equally for admission for all intakes within the application cycle. This provincially agreed-to date is February 1.	
			Admission Policy - Definitions	https://policy.sheridanc.on.ca/dotNet/documents/?docid=1040	Oversubscribed Program – a program for which the number of eligible applications exceeds the number of qualified Applicants required to fill the program.	
			Admission Policy - Definitions	https://policy.sheridanc.on.ca/dotNet/documents/?docid=1040	Waitlisted – A waiting list of eligible Applicants, based on known confirmation rates, is maintained for each program. Applicants are selected from that list until the program is full or up to the 5th day of the semester, whichever comes first. The Office of the Registrar will inform Applicants, upon request, of their relative position on the waiting list.	
			Admissions Policy - Program Eligibility and Admission Requirements	https://policy.sheridanc.on.ca/dotNet/documents/?docid=1040	Applicant selection criteria will be objective, measurable and relevant to the program. The Applicant selection criteria may vary from year to year depending on the local needs and number of qualified Applicants. Random selection will not be used as an Applicant selection technique.	
			Admissions Policy - Applicant Selection	https://policy.sheridanc.on.ca/dotNet/documents/?docid=1040	The Applicant selection process is governed by the Minister's Binding Policy Directive on Admission. In accordance with the Minister's Binding Policy, Applicants will be accepted into oversubscribed programs according to the following order of preference: <ul style="list-style-type: none"> •Residents of Ontario •Residents of other provinces or territories in Canada •International/Other Applicants. 	

			Admissions Policy - Admission Decisions	https://policy.sheridanc.on.ca/dotNet/documents/?docid=1040	Admission decisions for Sheridan programs are made in accordance with the following three criteria: <ul style="list-style-type: none"> •Applicants to some programs are admitted based on academic criteria alone. Applicants to these programs are selected on the average of their six highest senior-level credits, including required courses or equivalent. Sheridan uses a limit of one secondary school cooperative education mark as part of the Applicant's six highest senior-level credits or equivalent. •Applicants to some oversubscribed programs are admitted based on a ranked combination of both academic criteria and supplemental assignments (e.g. portfolios, résumés, questionnaires and pre-admission tests). Supplemental assignments are scored through a selection process by program/Faculty. These scored assignments are used in conjunction with the Applicant's academic performance when selecting candidates for admission. The percentage assigned to each criteria may vary from year to year. 	Third point not copied as it relates to reserving the right to rescind offers under certain circumstances.
			Admissions Procedure - Admission Decisions	https://policy.sheridanc.on.ca/dotNet/documents/?docid=1041	<ul style="list-style-type: none"> •All applications received by February 1 will be given equal consideration for all intakes. Applications received after February 1 will be processed and ranked on a first-come, first-served basis as long as spaces are available in the program. •The Admissions Office assesses Applicants according to college and program eligibility criteria. •The Admissions Office issues the first round of Offers of Admission for applications received by the Equal Consideration Date. •Offers of admission will continue to be issued until the program has been filled. 	These bullets represent the relevant statements around FQFA in the procedure.
MacEwan University	www.macewan.ca	First qualified, first admitted	Web message - Dates & Deadlines	https://www.macewan.ca/wcm/Registrar/Admissions/AdmissionDatesDeadlines/index.htm	Course completion deadlines Course completion dates indicate the last day a course can be completed to be considered for admission purposes. If you apply for admission while you are completing coursework or diploma exams, you must complete courses before the appropriate completion deadline or they will not be used in the admissions evaluation.	The two types of program deadlines are "competitive" and "first qualified, first admitted" that lists the deadline dates based on upcoming terms.
			Web message - Admission Requirements	https://www.macewan.ca/wcm/Schools/Faculties/ArtsScience/Programs/BachelorofArts/Admissions/Requirements/index.htm	Admission requirements include the high school subjects or post-secondary equivalents you need to complete and the minimum grades you need to achieve to be considered for admission into this program. Along with academic criteria, you will need to ensure additional admission criteria are met.	This is where applicants find out if the program is "competitive" or "first qualified, first admitted" and the average required to be admitted, along with specific courses/grades, if applicable.
			Web message - Waitlist/rank list	https://www.macewan.ca/wcm/Registrar/Admissions/AdmissionDecisions/index.htm	If you are admissible but there are no seats available in your program, you may be offered a place on a waiting list. Applicants are accepted from the waiting list in order, according to the date they became qualified.	
			Admission Procedure - Designation of Admission Method	https://www.macewan.ca/contribute/groups/public/documents/policy/chjv/y2vk/~edisp/admission_procedure.pdf	Deans are responsible for designating a program's admission as first qualified, first admitted or competitive. Deans must notify the OUR of all programs designated as competitive one month prior to the opening of the admission intake.	No reference to a definition of "first qualified, first admitted" could be found on the web or in the Admission Policy.
			Admission Evaluation Procedure - Program Waitlists/Rank Lists	https://www.macewan.ca/contribute/groups/public/documents/policy/chjv/y2vk/~edisp/admission_evaluation_procedure.pdf	Waitlists are used for programs that utilize a first qualified, first admitted admissions method. All applicants who meet the program specific admission requirements after the program is deemed full are placed on a waitlist. Applicants are ordered based on the date of qualification.	
University of Northern British Columbia (UNBC)	www.unbc.ca	Priority admission	Web message - Undergraduate Admissions	https://www.unbc.ca/calendar/undergraduate/undergraduate-admissions	The University of Northern British Columbia is committed to providing the best possible educational experience to its students. While some areas of academic study are available to new students without restriction, to ensure the highest quality learning environment others must be limited in enrolment by the availability of suitable space and instruction. Except for first-entry professional programs, first-year first-entry students are admitted to UNBC by their degree outcome of interest, and must indicate at least their first choice of Degree Group (for example Bachelor of Arts or Bachelor of Science) on their application form.	The Admission Policy or Procedure for undergraduate studies does not appear to be available to the public.
			Web message - Application Deadlines	https://www.unbc.ca/calendar/undergraduate/undergraduate-admissions	While the Canadian Student application deadline for admission is March 1st for September entry, students are encouraged to apply earlier. Applications received after March 1st will be considered on the basis of space availability and eligibility, by established criteria in the Degree Group/Major of choice.	
			Web message - Professional and competitive entry programs	https://www.unbc.ca/calendar/undergraduate/bachelor-health-sciences-bhsc	Priority admission is given to students who meet admission criteria and apply by the deadline of February 1. Applications received after the deadline may be reviewed based on available space in the program. Self-identified Aboriginal applicants who meet or exceed the minimum requirements for admission to the program are given priority for up to twenty percent (20%) of the first-year seats.	UNBC has 6 programs under the Professional and competitive entry category with 3 stating applicants will be given priority if they meet the entrance requirements and apply by the deadline.

University of Lethbridge (ULeth)	www.uleth.ca		Web message - General Admission Requirements	https://www.uleth.ca/ross/admissions/undergrad/general-regs	General Admission refers to the minimum admission requirements that all applicants to an undergraduate program must meet. All applicants are considered for General Admission under the admission route most appropriate to their academic qualifications (i.e., high school, mature, international, etc.)	The Admission Policy or Procedure for undergraduate studies does not appear to be available to the public, nor does there appear to be any reference to type of admission beyond "general" (which refers to requirements not process).
Thompson Rivers University (TRU)	www.tru.ca	Open	Web message - Types of admission	https://www.tru.ca/future/admissions/undergrad/requirements.html	<p>Open (non-competitive) Admission Admission decisions are made on a first-applied, first-qualified basis. You can take courses to upgrade while in these programs.</p> <p>Limited Admission Admission decisions are made on a first-qualified basis. These programs have a limited number of seats.</p>	
			Student Admission Policy	https://www.tru.ca/_shared/assets/e/d01-05673.pdf	In situations where the number of qualified applicants exceeds the number of available seats in a program or course, admission will be in order by date of application, by date of qualification, and/or by a pre-defined selection process outlined in the program admission requirements or graduate studies handbook.	This seems to contradict the first-applied, first-qualified process as it implies date of application supersedes date of qualification, which is more aligned with the Limited Admission process.

FQFA Environment Scan

FQFA is an admission selection process that strives to treat all applicants with equal consideration. The approach has gained in popularity enough that the acronym FQFA is defined in the Free Dictionary as “First Qualified/First Admitted (university admissions)”.⁴ Even though this definition refers to university admissions, the majority of post-secondary institutions using it in Canada are polytechnics and colleges.

Reviewing pan-Canada admission practices at the institutions associated with Polytechnics Canada, and a few select universities that offer diplomas and degrees, revealed that almost all institutions have a version of the FQFA for most of their programs. For example, colleges in Ontario follow a practice of “equal consideration” to all applicants who apply before a certain deadline date (typically February 1st for Fall intakes) followed by a “first-come, first served” approach after the deadline date. A couple of examples of institutions following this practice include Fanshawe College⁵ and Seneca College⁶. While their selection process does not specifically state FQFA, “equal consideration” could be interpreted as a form of FQFA or open access.

Open access is also used, somewhat interchangeably with FQFA, as in the instance with Thompson Rivers University which applies the “first-applied, first-qualified” approach classified as “Open (non-competitive) Admission”⁷ or with Kwantlen Polytechnic University that goes a bit further by offering “open intakes” to its programs with continuous instructional offerings⁸.

Caution should be used with the term ‘open access’ as it could have the potential to mislead applicants to thinking the program or courses are similar to Massive Open Online Courses (MOOCs), which offer “free online courses available for anyone to enroll”⁹ or those offered through individual institutions such as at Carleton University.¹⁰

Whether using the terminology FQFA, direct access, equal consideration, or open access (referred to as FQFA for the purposes of this scan), the overarching principle the institutions seem to be utilizing is an inclusive approach to the selection process.

As with any admission and selection process, FQFA should also be transparent and defensible in case challenges arise. One way to address transparency is to have as much information as possible regarding the entrance requirements, types of admission being used, and the selection process available to the general public through the institution’s website.

⁴ The Free Dictionary (2003-2020). Retrieved April 7, 2020 from <https://acronyms.thefreedictionary.com/FQFA>

⁵ Fanshawe College - Step 5: Understand the college selection process. Retrieved April 7, 2020 from <https://www.fanshawec.ca/admissions/applying>.

⁶ Seneca College - Critical Admission Dates. Retrieved April 7, 2020 from <https://www.senecacollege.ca/registrar/canadian-applicants/admission-requirements.html>.

⁷ Thompson Rivers University - Types of Admission. Retrieved April 7, 2020 from <https://www.tru.ca/future/admissions/undergrad/requirements.html>.

⁸ Kwantlen Polytechnic University - Admission Requirements. Retrieved April 7, 2020 from <https://www.kpu.ca/admission/requirements>.

⁹ MOOC.org – Welcome to MOOC.org. Retrieved April 8, 2020 from <https://www.mooc.org/>.

¹⁰ Carleton University OnLine – Open Access Courses. Retrieved April 7, 2020 from <https://carleton.ca/cuol/courses-lecture-schedules/open-access-courses/>.

While all institutions reviewed for this environmental scan have wording on their websites around admission type (i.e., competitive, FQFA, etc.), not all describe their selection processes thereby making it difficult to understand what happens to an application after it has been submitted. They do refer potential applicants to their entrance requirements, mostly found on individual program pages, under headings such as ‘before you apply’, with the intent to get the potential applicant to check on whether or not they have/will have met the minimum entrance requirements before applying. There does not seem to be as much emphasis put on what the institution is responsible for (i.e., admission or selection process) as evidenced by Emily Baron Cadloff, where she states that “[a]s much as we hear about students waiting to get chosen, there’s little out there outside of admission brochures about how the choosing is done”.¹¹

Even though admission-related terms and definitions are covered in various institutional policies and procedures, this is not something a typical potential applicant would think to research. Examples of institutions that outline the ‘selection process’ include Saskatchewan Polytechnic which advises applicants that the “sooner an application is received with all of the required documentation ..., the earlier that applicant may become 'qualified' for admission to a program,”¹² the Northern Alberta Institute of Technology (NAIT) which states what non-competitive entry is and how “first-qualified, first-offered” works,¹³ and Northlands College which recently introduced FQFA for many of their “Mining, Technical, Trades and Health programs” and provides an explanation of what it is, as well as the application and selection process.¹⁴ One option that most institutions utilize is to provide information through frequently asked questions (FAQs). New Brunswick Community College has posted FAQs specifically about their FQFA selection process¹⁵

Entrance requirements are typically set by experts in the program (i.e., Chairs, instructors) as to what an applicant must minimally have to be successful. Applying the FQFA approach then allows the institution to accept an applicant based on these requirements and not on who has the higher overall GPA. This approach allows anyone who has proven they have met the minimum requirements to be admitted - assuming other factors have been met, such as availability of space in the program.

On the surface it appears that the FQFA approach addresses concerns over access to post-secondary education; however, systemic alienation still exists as found by Fiona Deller, Amy Kaufman and Rosanna Tamburri in their paper entitled “Redefining Access to Postsecondary Education”¹⁶ that examined access to post-secondary studies in Ontario. They claim:

¹¹ Baron Cadloff, E., (Dec 20, 2017). How admission decisions are made. University Affairs. Retrieved on April 8, 2020 from <https://www.universityaffairs.ca/features/feature-article/admissions-decisions-made/>.

¹² Saskatchewan Polytechnic – Admission Processes. Retrieved April 8, 2020 from <https://saskpolytech.ca/admissions/apply-and-register/admission-processes.aspx>.

¹³ NAIT - Non-competitive entrance. Retrieved April 7, 2020 from <https://www.nait.ca/nait/admissions/how-to-apply/entrance-requirements/how-does-nait-evaluate-my-application/non-competitive-entrance>.

¹⁴ Northlands College - Introducing First Qualified, First Accepted (FQFA). Retrieved April 7, 2020 from <https://trainnorth.ca/admissions/first-qualified-first-accepted-fqfa/>.

¹⁵ New Brunswick Community College - NBCC Admissions Process: Questions and Answers. Retrieved April 7 from <https://nbcc.ca/admissions/frequently-asked-questions>.

¹⁶ Deller, F., Kaufman, A. & Tamburri, R. (2019). Redefining Access to Postsecondary

There are two ways that access has been defined: first, by how many spaces there are in the system to accommodate everyone who wants to attend, and second, by who gets in. The first definition is essentially a growth model; it focuses on increasing the capacity of the system to accommodate an increasing number of students who want to go. The second is an equity-of-access model that focuses on which students are — and which are not — going. It asks whether all Ontario youth have an equal opportunity to access and succeed in the postsecondary system.
(p 3 & 6)

Their findings showed that Ontario's growth initiative worked; however, they cautioned this assumption by stating that "... while it was assumed that growth would also address the equity problem by reducing the participation gap between advantaged and disadvantaged students seeking access to postsecondary education, there is scant evidence that the model ... achieved this" (p 8) resulting in their summation of "[o]n the whole, the evidence suggests that an open-door model is ineffective in targeting underrepresented students ..." (p 11)

Although post-secondary institutions, such as Saskatchewan Polytechnic, are implementing selection processes that are geared to providing fair access to everyone, such as FQFA, these still do not address those learners that do not follow traditional learning pathways, such as Indigenous, mature students or those who are admitted based on PLAR/RPL or how to identify and assess "equivalent" knowledge. Alternative ways to demonstrate equivalent knowledge to meet entrance requirements and/or motivation for learning are needed to provide access.

Survey Results

During the summer of 2020, a survey developed and delivered by Duklas Cornerstone Consulting Inc., was distributed on behalf of Saskatchewan Polytechnic to all members of the Association of Registrars of the Universities and Colleges of Canada through its community listserv. It was also forwarded to regional registrars associations and shared through the listserv of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). Through these various listservs, the survey was distributed to all post-secondary institutions across Canada. For the purpose of this survey, CEGEPs in Quebec were removed. This accounts for a total distribution list of 273 institutions.

Respondents were provided four weeks to respond to the survey. A total of 43 respondents interacted with the survey for an interaction rate of 16%. Thirty-one respondents submitted the survey for a response rate of 11%. Since in-progress responses can be modified, these responses have been excluded from the formal analysis of the results. The poor response rate was likely due to the summer timing and the COVID pandemic situation. The leadership for the project anticipated this reality; however, a decision was made to still run the survey.

Each institution can have multiple members on the ARUCC listserv. Due to this, two institutions had multiple respondents, Red Deer College (AB) and Saskatchewan Polytechnic (SK). Data was reviewed for consistency before one respondents' response were removed. If there was uncertainty, the more senior respondents' information was retained. This was to ensure there was only one response per institution. Due to this, the total number of submitted surveys was reduced to 29.

Most respondents represented the Office of the Registrar (93%), with other respondents representing faculty offices (3%) and institute credit programs (3%).

Respondents represented six Canadian provinces with the majority from British Columbia (38%), followed by Alberta (28%), then Ontario (14%). Table 1 provides the breakdown by province,

Table 1: Respondents by Province

Alberta	28%
British Columbia	38%
Manitoba	10%
Ontario	14%
Prince Edward Island	3%
Saskatchewan	7%

Admission Process Definitions

Respondents were asked to indicate their agreement the admission process definitions used by Saskatchewan Polytechnic. The following definitions were included in the survey template for respondents to review:

- **Equity Seat:** A seat reserved to maintain a representative student body of women, persons with disabilities and Indigenous persons.

- **First Qualified First Admitted (FQFA) Admission Process:** This process is used for the majority of Saskatchewan Polytechnic programs. When Saskatchewan Polytechnic determines that students meet the program's admission requirements, they are offered admission based on the date they fully qualify for the program. The earlier students provide the required documents and information for admission to the next intake of the program, the earlier they might begin their studies. International applicants apply to a specific intake and acceptance offers may consider study permit processing times.
- **High Demand Admissions Process:** This process is used for programs designated high-demand when there are consistently more applicants than spaces available at each Saskatchewan Polytechnic location at which they are offered. High-demand programs have admission requirements plus additional selection criteria. International Applicant: A student with a valid permit to study in Canada.
- **Special Admission:** A method of admission whereby students who do not possess the academic qualifications for a program are admitted if evidence of probable success is established through a special admission assessment.

Admission Approach Utilized

Most respondents agreed with the definitions (55%) or mostly agreed with the definitions (41%). Respondents were asked to provide feedback on changes they would make to the definitions. Nine institutions who indicated “mostly agreed” provided feedback. Respondents also felt that the difference between competitive and high demand was not clear and they could be considered one and the same.

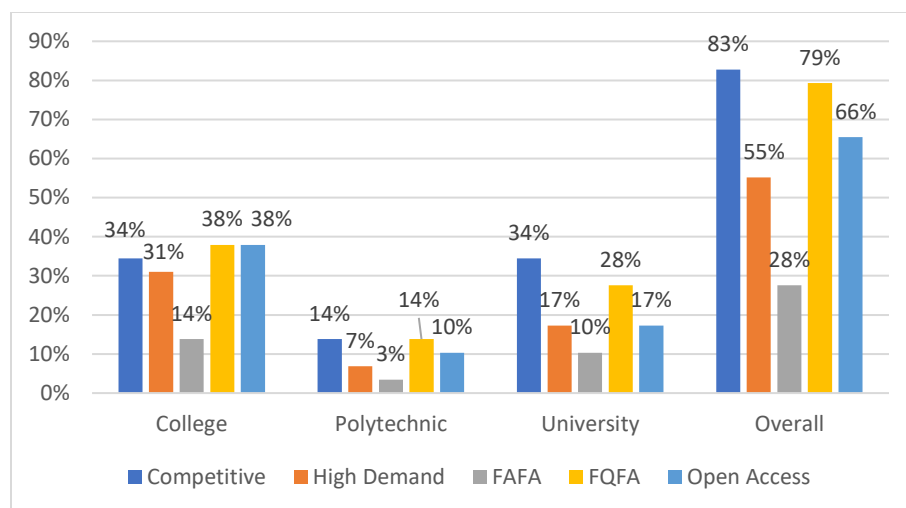
The other comment related to the First Qualified, First Admitted (FQFA) process and Open Access. Two institutions indicated that FQFA could include conditional admissions. One respondent indicated that English language proficiency should be part of the open access process.

Institutions were asked to identify the different admission approaches used. When reviewing the approaches compared to the total number of respondents (n=29), competitive (83%) and FQFA (79%) were the most common where FQFA was the least common (28%) (Figure 1).

When the data is compared by institution type, some variances start to appear. For the purpose of this comparison, the data was compared against the number of respondents by institutional category.

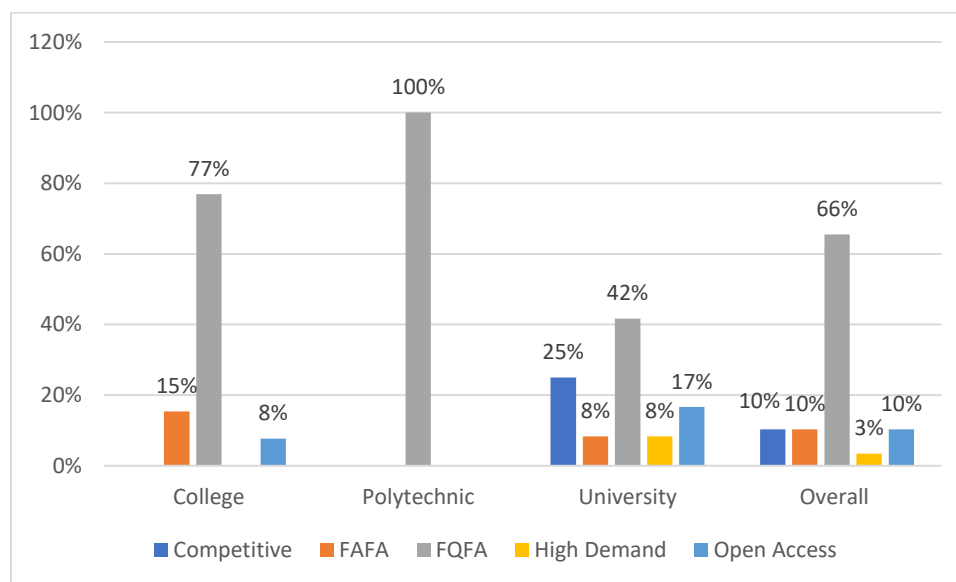
While competitive and FQFA were more frequently reported, competitive was reported most frequently by universities (83%) and FQFA and competitive processes were reported equally among polytechnics (100%). Colleges report a higher frequency for both FQFA and Open Access (85%).

Figure 2: Admission Approaches by Institution Type



In addition, institutions were asked to identify the admission approach most used by their institution. Interestingly, the FQFA process was the mostly commonly reported by all institution types (Figure 2). While this was the most common approach reported, data collected in the survey demonstrates that there is confusion within the “university” institution type regarding the implementation of the FQFA approach.

Figure 3: Most common Admission Approach by Institution Type



Seventy-nine percent of institutions indicated using the FQFA approach. To gain a deeper understanding of procedures followed, institutions were asked specific questions about the FQFA process implemented at their institution. Eighty-seven percent of institutions responded to this question.

In all cases, learners were required to submit an application form and provide different types of supporting documents. The most common documents were transcripts and English language requirements. Most respondents provided links to either their admission requirements or admission regulations/policies.

Colleges and polytechnics provided the most detail regarding their process. In most cases, processes aligned with the definition provided in the survey (see Admission Process Definitions, page 1).

There appears to be confusion with the definition of the FQFA approach within institutions that identified their institution type as “university”. Eight universities reported that they use a FQFA process. Of these, six indicated that the FQFA process was the most used approach. When reviewing the detailed information provided about their process, there does not appear to be alignment with the definition of the FQFA approach. Here are some examples of the findings from a review of their admission processes:

- York University indicated the FQFA process was the most common process used, however, their academic regulations (retrieved from <https://calendars.students.yorku.ca/2020-2021/categories-of-admission> and <https://calendars.students.yorku.ca/2020-2021/application-procedures>, August 9, 2020) highlights a different approach. Admission categories highlight types of students (e.g., high school, transfer) and admission procedures highlight document requirements.
- Kwantlen Polytechnic University (KPU) provided links to two documents for admission policies and procedures which identified admission categories (undergraduate, vocational etc.) and the admission process; open intake vs limited intake (Retrieved from <https://www.kpu.ca/sites/default/files/Policies/AR2%20Admission%20Policy.pdf> and <https://www.kpu.ca/sites/default/files/Policies/AR2%20Admission%20Procedure.pdf> on August 9, 2020). In both the open and limited intake processes their documentation highlight that qualified applicants will receive an offer of admission. The slight difference between the two processes relates to the limited intake where KPU specifies that only qualified applicants “for whom there is space in a limited intake program” will be admitted. (Retrieved from <https://www.kpu.ca/sites/default/files/Policies/AR2%20Admission%20Procedure.pdf> on August 9, 2020). An FQFA or FQFA like process, as defined in the survey, did not appear to align with the information provided.
- The University of the Fraser Valley also indicated the FQFA approach was the most common admission approach. They did not provide additional information regarding their process; however a review of their academic calendar regulations (retrieved from [https://www.ufv.ca/media/assets/secretariat/policies/Admission-\(80\).pdf](https://www.ufv.ca/media/assets/secretariat/policies/Admission-(80).pdf) on August 9, 2020) identified two primary admission processes, “admission by date of application” and by “competitive admission.” The admission by date of application states that applicants are admitted in the order of their application date. The date is set when all application requirements have been received. This appears to be hybrid of the FQFA and FQFA process.
- Royal Roads University indicated that the FQFA approach was the most commonly used; however, when asked to provide information about their admission process, they indicated that they have a “rolling admissions” practice and do not refer to it as FQFA. They identified a process that includes various application requirements from transcripts, grades, courses, and

additional supporting documentation. A recommendation to admit is made by the program leadership or admissions at which time an offer is extended to the student. The respondent provided a link to their admission policy which states that a common admission process will be used for all credit programs based on formal admission requirements; that all applications will be treated equitably and fairly with defined evaluation processes (Retrieved from <https://policies.royalroads.ca/policies/admission-policy> on August 12, 2020). The website for future students clarifies further that “Meeting the admission requirements set out by the University does not guarantee admission to a program of study. Royal Roads University reserves the right to refuse admission to anyone, and admission decisions are deemed final.” (retrieved from <https://www.royalroads.ca/prospective-students/application-process> on August 12, 2020).

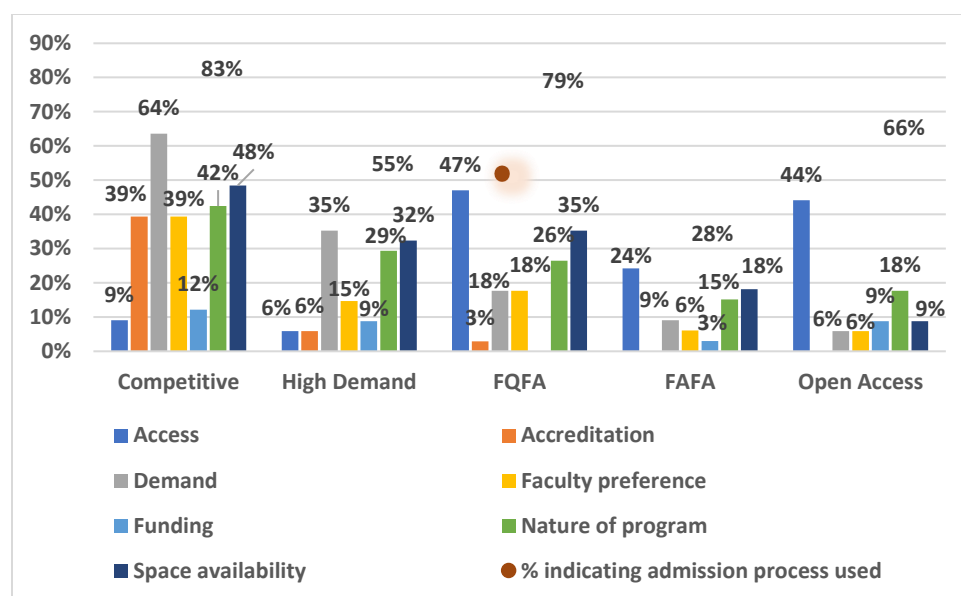
- While Ryerson did not state FQFA was the most common approach, it was highlighted as an approach used for admission consideration. Ryerson University stated that they do not use the FQFA nomenclature; however, the respondent felt that their "Grades-Only" admissions approach aligned with the FQFA definition. Ryerson defines their admission processes into two categories: grades-only and grades plus. Grades plus is used for programs that have additional requirements beyond grades (e.g., portfolio, personal statement etc.). For the grades-only approach, programs establish a competitive average and prerequisite grades that must be obtained to receive an offer of admission; meeting the minimum average does not guarantee admission. Once an applicant is confirmed to meet the requirement in each cycle, they are admitted on a rolling basis. While this is somewhat in alignment with the FQFA process, the use of a competitive average is the key component in determining admission. This is more in alignment with competitive admission processes (retrieved from <https://www.ryerson.ca/admissions/undergraduate/requirements/#:~:text=Admission%20is%20based%20on%20competitive,essay%2C%20interview%2C%20audition> on August 12, 2020).

Admission Approaches and Underlying Motivators

Respondents were asked to provide information about the underlying motivators for each admission approach. Seven motivators (access, external accreditation, demand, faculty preference, funding, nature of program and space availability) were identified of which respondents could select all applicable motivators that influenced their institution’s admission processes. Figure 3 provides an overview of the results. In addition to the motivator, the percentage of institutions who indicated they use the specified admission approach is also highlighted.

Institutions identified six motivators associated with the FQFA process; access, external accreditation, demand, faculty preference, nature of program and space availability. Considering the results for the FQFA approach, the most reported motivators were access (47%) and space available (35%). It is interesting to note that space availability was the third ranked motivator; however, funding was not listed as a motivator by any institution. Typically, funding is associated with the amount of space available. When considering Saskatchewan Polytechnic responses, two motivators were reported: access and space availability.

Figure 4: Admission Approach by Underlying Motivator



Respondents were provided with the option to indicate an “Other” underlying motivator. The responses provided were “Fairness” (n=2) and “institutional strategy/goals” (n=1).

Survey note: The survey required a response for each option, however, did not provide a “not applicable” option. Due to this, most responses for the “other” category highlighted this issue with the survey design.

Admission Approach and Space, Demand and Selectivity

Respondents were asked several questions about the degree of demand by the start of classes, the space available by the start of classes, and admission selectivity by the start of classes for each admission approach identified. To allow for a comparable review of the data, the Likert scales were aligned as follows:

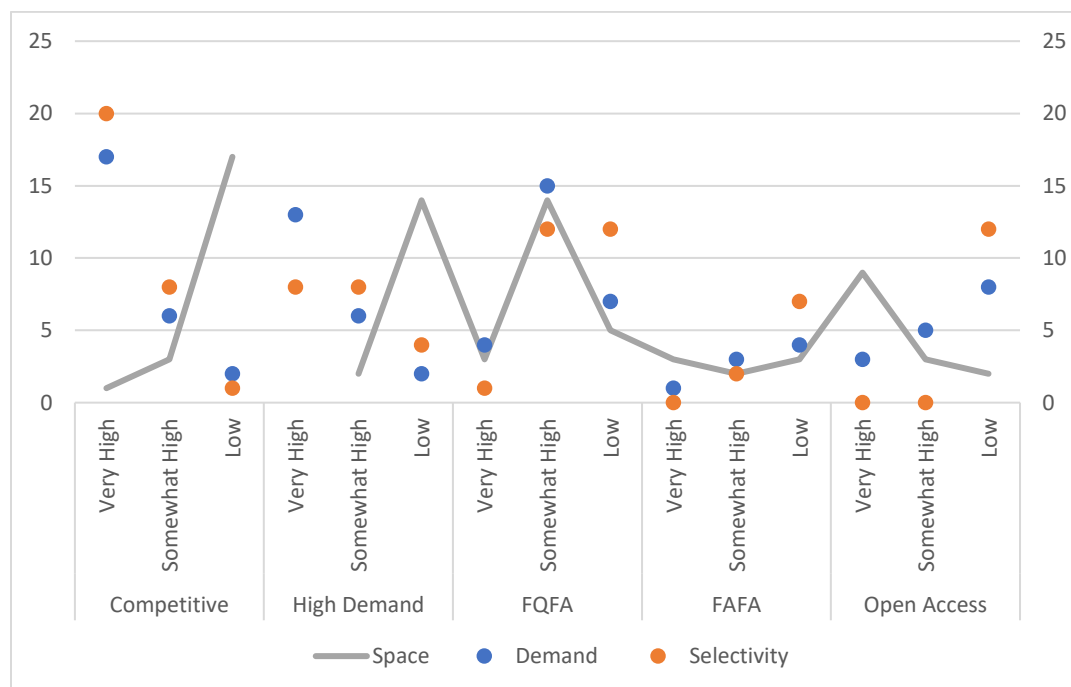
	Report Scale		
	Very High	Somewhat High	Low
Demand - original scale	High demand	Somewhat high demand	Low demand
Space – original scale	Lots of space available	Space availability falls between Lots and Limited	Limited space available
Admission Selectivity – original scale	Highly selective	Somewhat selective	Not very selective

There was alignment with the responses received and the policy statement outlined in the survey introduction. Admission approaches that indicated “high” demand and selectivity also reported “low”

for space. Admission approaches that reported “high” for space, reported low for demand and selectivity. Figure 4 provides an overview of the results.

The one exception is the FQFA process. Most respondents reported “somewhat high” for demand, space, and admission selectivity. While all three factors were reported as somewhat high, selectivity was the lowest ranked variable.

Figure 5: Admission Approach and Space, Demand, Selectivity

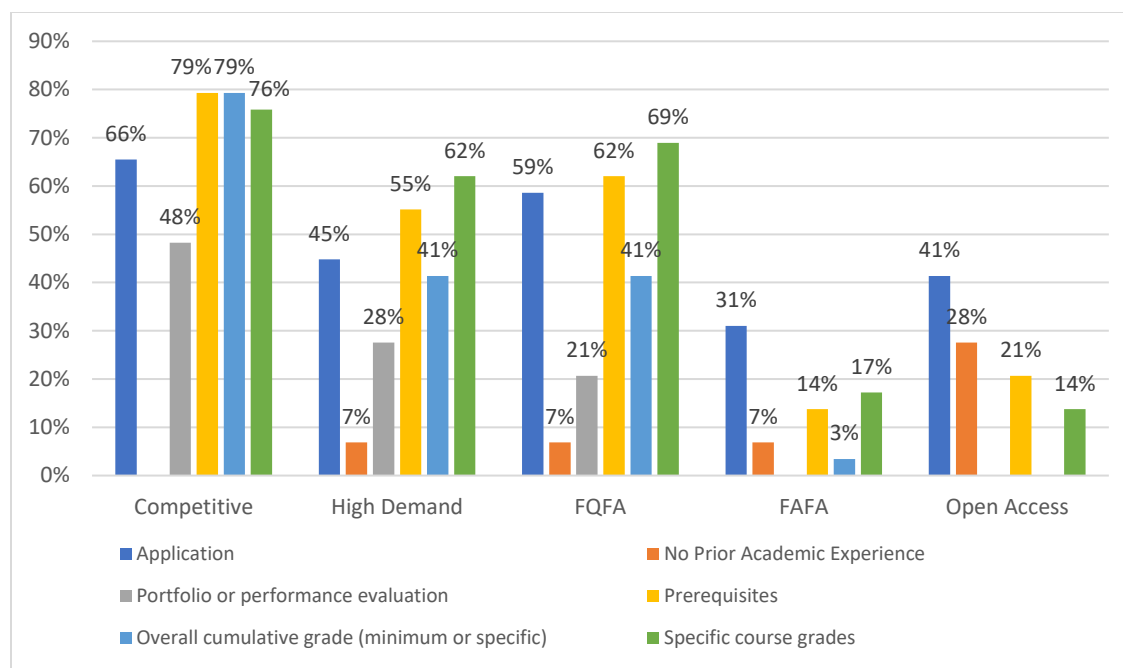


Considering the FQFA approach specifically, it is surprising to see selectivity ranked as “somewhat high” given the focus on access. These results may reflect the requirements for admission as opposed to the process used to admit candidates. While related, they are two different aspects of admission procedures.

The survey addressed admission requirements to identify the types of requirements associated with the different admission approaches. Figure 5 highlights seven of the most common admission requirements used by post-secondary institutions and their use by respondents for a specific admission approach.

Competitive, high demand, and FQFA approaches highlighted a few different types of application requirements as part of the approach. When considering the specific requirements associated with admission approaches, most respondents indicated that an application, course specific grades, and prerequisites are the most common admission requirements for admission consideration.

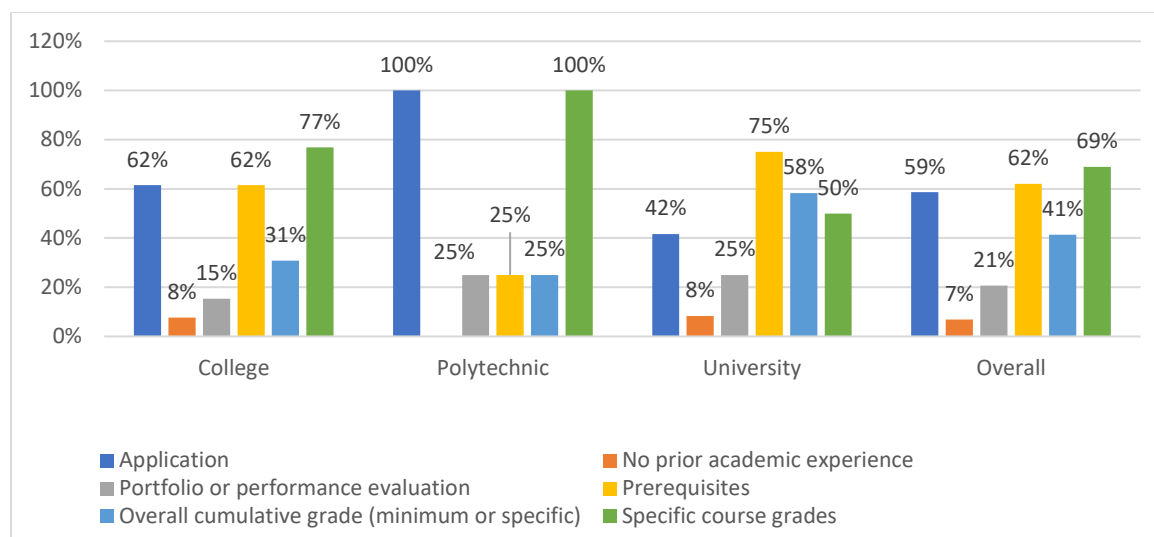
Figure 6: Application Requirements used for each Admission Approach



Isolating the data for the FQFA admission approach, the variability with admission requirements is highlighted (Figure 6). A greater percentage of polytechnics and colleges indicated a higher use of specific course grades (100% and 77%), where universities reported a higher use of prerequisites (75%) and meeting a minimum or specific overall cumulative grade (58%). This highlights some of the potential confusion identified in the “Admission Approach Utilized” section on page 3 of this Appendix where several universities identified FQFA as their most common admission approach used.

The data specific for the FQFA approach also relates to the admission selectivity ranking presented in Figure 4 (Admission Approach and Demand, Selectivity and Space). Criteria such as prerequisites, cumulative grade and specific course grades are requirements that identify qualified applicants for a program and can restrict access.

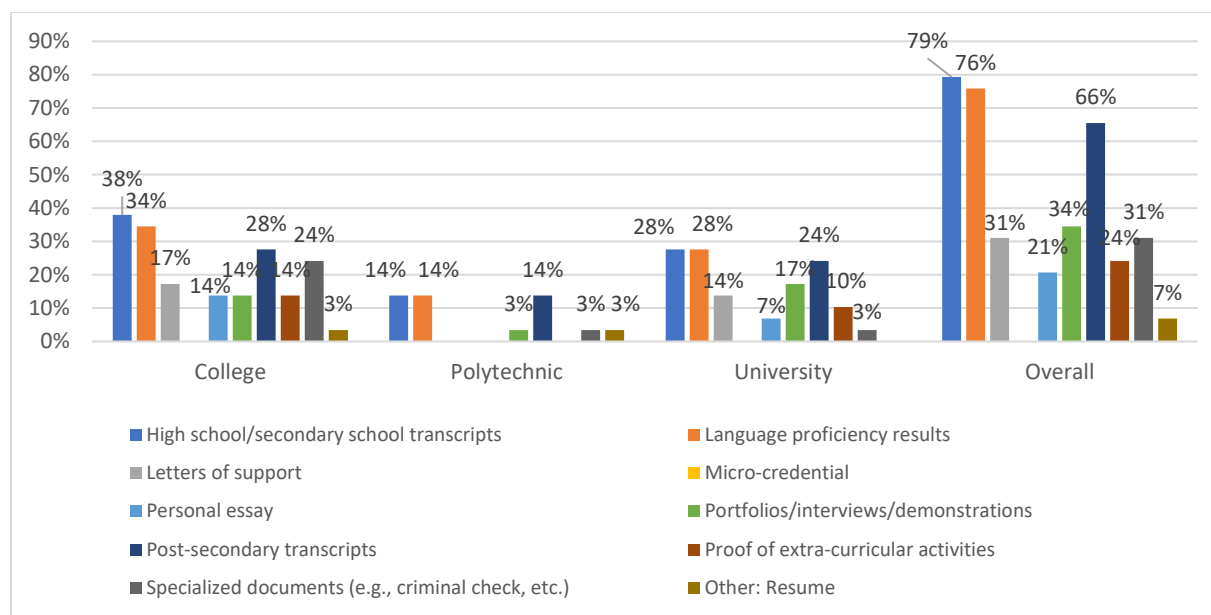
Figure 7: FQFA Admission Requirements by Institution Type



Other requirements that were identified specifically for the FQFA approach included additional information such as references and criminal checks (n=12), prior non-academic learning (n=8) and demonstrated skills and competencies (n=6). Universities were the only institution type to indicate “high rank or weighting (against other candidates)” as one of their other requirements which aligns with prior comments around their understanding of the FQFA approach. It should be noted that for criminal checks several institutions indicated that this was a requirement to start the program; it was not considered a requirement for admission consideration.

All institutions reported documentation that students must provide as part of the FQFA admission approach (Figure 7). Transcripts (high school and post-secondary) were among the most common documents requirement (79% and 66%) followed by language proficiency results (78%). Universities and colleges required more types of documentation for the FQFA approach compared to polytechnics. Figure 7 provides an overview of documentation requirements by institution type.

Figure 8: Document Requirements for FQFA Approach



Eight responses were provided within the “other” category. The most notable comments indicated resumes, interviews, and reference letters as other possible requirements for admission.

Third-Party Systems

Respondents were asked about third-party systems utilized in their admission approaches to support the admission process. A third-party system is a system outside of the application system that supports the admission process, such as a competency test. Seventeen percent of respondents indicated using a third-party system as part of their admission approach. Of these respondents, 60% indicated they are using a system to support access and assessment (admission processing and interviews, skills competency assessment) and 20% indicated using the system to manage rankings/scoring. The most reported systems were CASPER (situational judgement test to assess non-academic requirements) and KIRA (interview scheduler).

Equity across Multiple Campuses

Fifteen institutions indicated they offer programs at multiple campuses. When asked how they ensure equity in admission approaches across the institution, most respondents indicated that they use one application but allow students to indicate a campus choice (73%). This was followed by using one application but not allowing for campus choice (20%).

Additional Comments

Several respondents provided recommendations for institutions seeking to implement access-based admissions. Many comments focused on whether specific requirements were needed to determine a student’s ability to succeed in a given program. For example, many institutions require students to present a high school diploma. It was suggested that the high school diploma was not necessary when

there are specific prerequisites courses and grades that a student must achieve. A high school diploma requirement could also be considered a barrier for mature students.

Several comments were made around the capacity in rural/indigenous high schools to offer required courses. It was highlighted that rural/indigenous learners may be disadvantaged due to limitations with offering the full complement of courses to these communities compared to offerings available to learners in urban centres. For indigenous learners specifically, alternative and more holistic assessments were highlighted to assess indigenous ways for knowing and learning which are outside western academic assessment practices.

There were also several comments highlighting PLAR/RPL practices and the need to gain a greater understanding of these assessments' approaches, and how they can be incorporated into admission practices to increase access for different types of learners.

Final Thoughts

It is very clear that there are several admission approaches used across Canada and while many institutions indicate an agreement to the admission approach definitions; how the definition is interpreted for implementation varies. The implementation of the definition relates back to institutional mandate and strategic priorities. There is also confusion when considering the interpretation of definitions/nomenclature. For example, many institutions felt that they utilized a specific approach (e.g., FQFA); however, a review of their process response and institutional policy/regulation available online indicated that this was not necessarily the case.

With regards to the FQFA process specifically, excluding "university" institution types, there are some common trends that emerge. One key trend is the focus on using the FQFA approach to support access. The main challenges with an access mandate occur when demand exceeds the available space in a program or when learners do not follow traditional learning pathways, such as indigenous, mature learners or learners with PLAR/RPL.

While many institutions highlight access as the goal for using an FQFA approach, the process utilized focuses more on admitting qualified students in the order they qualify, thus students who apply early are advantaged. In cases where prospective learners are delayed in submitting their application due to missing requirement or delays in submitting the application for other reasons, the prospective student would not be admissible.

Saskatchewan Polytechnic has some clearly defined guiding principles to guide their admission approach (<https://saskpolytech.ca/about/about-us/documents/policies/admissions1217.pdf>). These principles highlight a commitment to lifelong learning, diversity, consistency, equity and fairness. While these could be interpreted as access, the document does not specifically indicate access as a goal, principle, or policy.

If access is a goal for the FQFA process, which is highlighted as the key admission approach to be used by Saskatchewan Polytechnic, this should be highlighted in their policy and defined, so there is a clear understanding of what access means to the institution. There were three key recommendations made in the survey that are worth consideration in an admission policy review:

4. the implementation of a conditional admission process for learners who are in the process of meeting admission requirements;
5. the use of PLAR/RPL in the admission process and training for staff on how to apply it; and
6. the use of indigenous ways of learning and knowing in the admission process

The high demand definition appeared to cause the most confusion as it seems to be like the competitive approach. The use of the high demand approach is also specific to the location where the program is offered; therefore, it appears different approaches can be used for the same program, offered at different campus locations. This can cause confusion and create inequalities across the institution.

It is unclear what the timelines are for a program to shift from FQFA to a high demand program which is important for prospective learners to understand, especially if the requirements change.