Student **Handbook** A

Primary Care Paramedicine

OLS ACADEMY

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WELCOME

We are pleased to welcome you to OLS Academy and to support you as you begin your journey toward becoming a Paramedic.

The faculty and staff at OLS Academy are committed to helping students complete their education and transition confidently into professional practice. We strive to foster a learning environment that is welcoming, team-oriented, and focused on student success.

This handbook has been developed to support that goal by outlining the policies, procedures, expectations, and requirements that apply to students throughout the program. At the beginning of the academic year, students will be asked to confirm that they have read the Student Handbook. Please review it carefully and speak with a member of the faculty or staff if you have any questions.

We are pleased to have you as part of the OLS Academy community.

INTRODUCTION

The OLS Academy Student Handbook is an official Academy resource that outlines the policies, procedures, expectations, and requirements applicable to students. All students are required to read the Student Handbook in its entirety and are responsible for understanding and complying with its contents.

The official version of the Student Handbook is the version published by the Academy. In the event of any discrepancy between a printed copy and the official version, the official version shall prevail.

This Student Handbook must be read in conjunction with the Academy's Policy Manual and any other official Academy documents incorporated by reference.

OLS Academy reserves the right to amend, revise, or update the Student Handbook as required. Any changes become effective upon publication unless otherwise specified.

MISSION STATEMENT

OLS Academy's mission is to *help people to help people.* We educate students to serve their communities as skilled, ethical, and compassionate healthcare professionals.

Objectives

1. OLS Academy is committed to providing education and training that supports the development of strong critical thinking and problem-solving skills.
2. The Academy strives to create a learning environment in which students can engage meaningfully with faculty through classroom, laboratory, and practical learning experiences.
3. The Academy delivers courses and learning experiences that are essential to the development of competent and effective healthcare professionals.
4. The Academy seeks to prepare students to apply their knowledge, skills, and professional judgment in a variety of professional settings.
5. The Academy promotes community service, professionalism, and conduct grounded in high ethical standards.

CONTACTING OLS ACADEMY

OLS Academy is committed to maintaining clear and professional communication with students.

Academy administrative support is generally available during regular business hours, Monday to Friday, from **9:00 a.m. to 3:00 p.m.,** excluding holidays and other closures.

Students can email the academy at academy@omnilifesupport.com or call 1 866 830-4277.

PROGRAM OVERVIEW

The Primary Care Paramedicine Diploma Program at OLS Academy is designed to prepare students for entry-level practice in paramedicine through classroom instruction, laboratory training, simulation-based education, clinical experience, and ambulance preceptorship.

The program is delivered on a full-time basis over approximately twelve (12) months and is structured to support the progressive development of the knowledge, skills, judgment, and professional behaviours required of a Primary Care Paramedic.

Instruction is grounded in established paramedic practice and informed by current educational, clinical, and professional standards relevant to Primary Care Paramedicine.

Students who successfully complete all program requirements will be awarded a Diploma in Primary Care Paramedicine. Successful completion of the program does not itself confer licensure, registration, or authorization to practise. Graduates must satisfy all applicable regulatory requirements in the jurisdiction in which they intend to seek registration or licensure.

PROGRAM APPROVAL AND REGULATORY OVERSIGHT

OLS Academy delivers the Primary Care Paramedicine Diploma Program in accordance with applicable educational, accreditation, and regulatory requirements.

Students should be aware that requirements established by regulatory bodies, placement partners, or other external organizations may change during the course of the program. This may include changes to documentation, screening, roster enrollment, examinations, deadlines, placement eligibility, or other participation requirements.

Where external requirements are introduced or revised, students may be required to comply with those requirements as a condition of continued participation in the program, including participation in clinical placements, or ambulance preceptorship.

Students remain responsible for meeting all applicable external requirements in addition to the requirements established by OLS Academy.

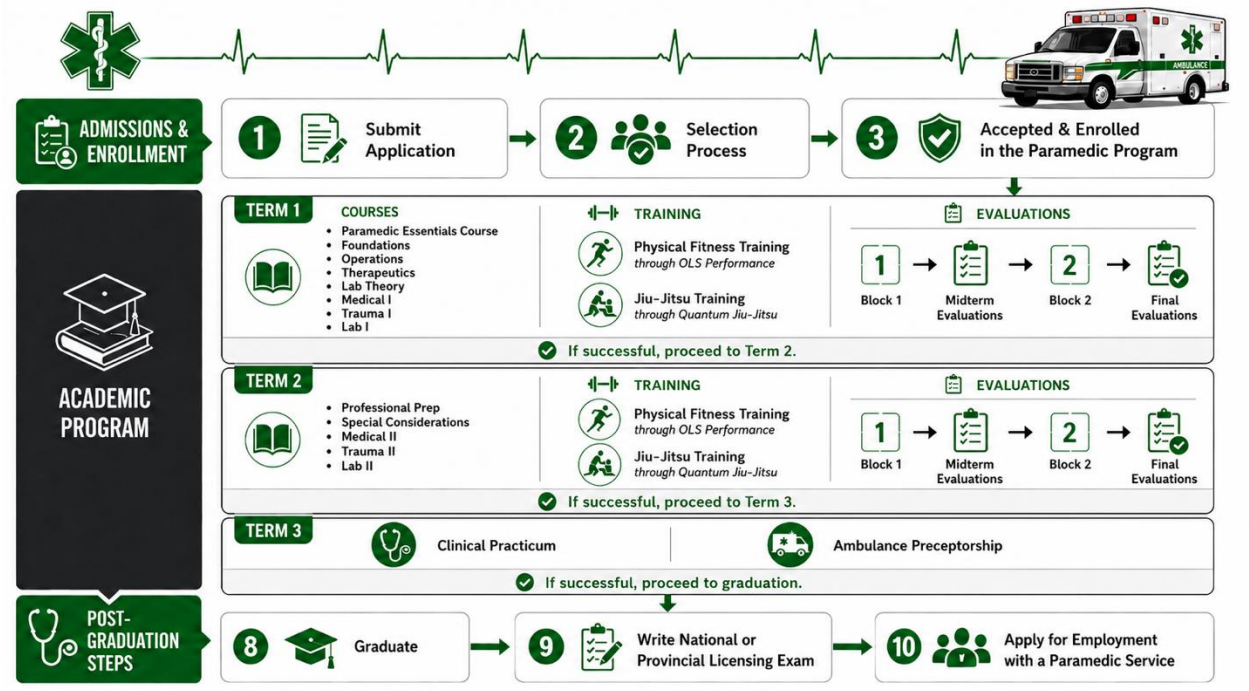
TERM STRUCTURE & SEQUENCING

The program is delivered in a structured sequence designed to support the progressive development of student competence.

The program includes:

- orientation and introductory program activities;
- didactic and practical instruction;
- simulation-based learning experiences;
- clinical learning experiences;
- ambulance preceptorship;
- final preparatory activities for licensing examinations; and
- graduation upon successful completion of all program requirements.

Detailed schedules, course sequencing, and academic calendars are issued by the Academy and may be updated from time to time.



PROGRAM STRUCTURE, COURSE PROGRESSION & COMPLETION REQUIREMENTS

Student progression through the program is based on the successful completion of required academic, practical, clinical, and preceptorship components in the sequence established by the Academy.

The program is organized across multiple stages of learning, including didactic instruction, laboratory and simulation-based education, integrated practical learning, and final applied learning experiences. The final stage of the program includes integrated clinical practicum and ambulance preceptorship requirements.

Progression is not automatic. Students must successfully complete required courses and components before progressing to subsequent stages of the program.

Course and program progression requirements may include, but are not limited to:

- successful completion of prior course work;
- achievement of minimum academic, practical, and professional performance standards;
- successful completion of required evaluations, competency assessments, and course-specific requirements;
- compliance with attendance and participation expectations;
- completion of required documentation and administrative requirements; and
- satisfaction of any clinical, preceptorship, or regulatory eligibility requirements.

Student performance is assessed using course-specific evaluation methods established by the Academy. Depending on the course and stage of the program, assessment methods may include examinations, quizzes, assignments, practical evaluations, simulation-based assessments, skills verification, participation requirements, clinical evaluations, preceptorship evaluations, competency-based assessment tools, and other methods of evaluation determined by the Academy.

Course hours, instructional activities, grading criteria, and course-specific completion requirements are established by the Academy and set out in the applicable course outline or other official course documentation. Students are responsible for reviewing and complying with the requirements established for each course.

Where a course includes mandatory components or minimum performance standards that must be achieved in addition to an overall passing grade, those requirements will be identified in the applicable course outline or other official Academy documentation.

Students who do not meet course or program requirements may be ineligible to progress to subsequent courses, clinical learning experiences, ambulance preceptorship, or other required program activities.

To qualify for graduation, students must successfully complete all academic, practical, clinical, preceptorship, regulatory, and administrative requirements established by the Academy, remain in good standing under applicable Academy policies, and satisfy all outstanding program obligations within required timelines.

Students who successfully meet all program completion requirements will be awarded a Diploma in Primary Care Paramedicine.

Detailed course descriptions, course-specific requirements, and other course information are published separately by the Academy, made available to students through the Academy's Student WorkSpace and website, and reviewed at the beginning of each course.

2026-2027 CALENDAR (Cohort A)

August 17 - 26	Paramedic Essentials Course
August 27 – 28	Orientation Days
September 7 (off)	**Labour Day**
October 5 - 9	1st Term Midterm Review/ Practical Checkpoint
October 12 (off)	**Thanksgiving**
October 13 – 16	1st Term Midterm Exams
October 19 (off)	**Administrative Day**
November 11 (off)	**Remembrance Day**
November 23 - 27	Term 1 – Lab Integration Week
November 30 – December 4	1st Term Cumulative Review/ Practical Checkpoint
December 7 - 10	1st Term Final Exams
December 11 (off)	**Administrative Day**
December 14 – 17	Remediation & Re-Evaluaion Week
December 18	Class Holiday Party
December 21 – January 1 (off)	**Holiday Break**
February 8 - 12	2nd Term Midterm Review/ Practical Checkpoint
February 15 (off)	**Family Day**
February 16 - 18	2nd Term Midterm Exams
February 19 (off)	**Adminstrative Day**
March 22 - 24	Lab Integration Week
March 26 (off)	**Good Friday**
March 29 (off)	**Easter Monday**
March 30 – April 2	2nd Term Final Review/ Practical Checkpoint
April 5 – April 8	2nd Term Final Exams
April 9 (off)	**Administrative Day**
April 13 – 17	Remediation/Re-eval. Week / Spring Break
April 16 - 26	Phase 1 – Clinical Practicum
April 27 – June 13	Phase 1 - Ambulance Preceptorship
June 14 – 18	Consolidation Week
June 19 – July 13	Phase 2 – Ambulance Preceptorship
July 14 - 26	Phase 3 – Clinical Practiucm
July 27 – August 11	Phase 3 – Ambulance Preceptorship
August 12	Licensing Exam Prep.
August 13	Graduation

2026-2027 Class Schedules (Cohort A)

Term 1 | Block 1 Cohort A					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30 – 10:00	**Study Period**	**Foundations** ECS Chapters: 1, 2, 3, 4, 5, 9, 10, 11, 12	**Lab I** Groups A & B **OLS-P** Group C	**Operations** ECS Chapters: 49, 50, 51	**Lab I** Groups A & B **OLS-P** Group C
Break (15 minutes)					
10:15– 12:00	**Study Period**	**Medical I** ECS Chapters: 6, 29, 30	**Lab I** Groups A & B **OLS-P** Group D	**Medical I** ECS Chapters: 6, 29, 30	**Lab I** Groups A & B **OLS-P** Group D
Lunch (1 hour)					
13:00 – 14:45	**Lab Theory** ECS Chapters: 15, 16, 17	**Therapeutics** ECS Chapter: 7	**Lab I** Groups C & D **OLS-P** Group A	**Medical I** ECS Chapters: 6, 29, 30	**Lab I** Groups C & D **OLS-P** Group A
Break (15 minutes)					
15:00 – 16:30	**Pre-Lab** Skill Resource Manual Clinical Practice Guidelines	**BJJ** (Quantum)	**Lab I** Groups C & D **OLS-P** Group B	**BJJ** (Quantum)	**Lab I** Groups C & D **OLS-P** Group B

Term 1 | Block 2 Cohort A					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30 – 10:00	**Study Period**	**Trauma I** ECS Chapters: 13, 14	**Lab I** Groups C & D **OLS-P** Group A	**Operations** ECS Chapters: 52, 53, 54	**Lab I** Groups C & D **OLS-P** Group A
Break (15 minutes)					
10:15– 12:00	**Study Period**	**Medical I** ECS Chapters: 31, 32, 33	**Lab I** Groups C & D **OLS-P** Group B	**Medical I** ECS Chapters: 31, 32, 33	**Lab I** Groups C & D **OLS-P** Group B
Lunch (1 hour)					
13:00 – 14:45	**Lab Theory** ECS Chapters: 18, 19	**Therapeutics** ECS Chapter: 8	**Lab I** Groups A & B **OLS-P** Group C	**Medical I** ECS Chapters: 31, 32, 33	**Lab I** Groups A & B **OLS-P** Group C
Break (15 minutes)					
15:00 – 16:30	**Pre-Lab** Skill Resource Manual Clinical Practice Guidelines	**BJJ** (Quantum)	**Lab I** Groups A & B **OLS-P** Group D	**BJJ** (Quantum)	**Lab I** Groups A & B **OLS-P** Group D

Term 2 | Block 1 Cohort A					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30 – 10:00	**Study Period**	**Special Considerations** ECS Chapters: 43, 44, 45	**Lab II** Groups A & B **OLS-P** Group C	**Trauma II** ECS Chapters: 20, 21, 22, 23, 24, 25	**Lab II** Groups A & B **OLS-P** Group C
Break (15 minutes)					
10:15– 12:00	**Study Period**	**Professional Prep.** External Certifications / Manuals	**Lab II** Groups A & B **OLS-P** Group D	**Medical II** ECS Chapters: 35, 36, 37, 38, 39	**Lab II** Groups A & B **OLS-P** Group D
Lunch (1 hour)					
13:00 – 14:45	**Trauma II** ECS Chapters: 20, 21, 22, 23, 24, 25	**Medical II** ECS Chapters: 35, 36, 37, 38, 39	**Lab II** Groups C & D **OLS-P** Group A	**Medical II** ECS Chapters: 35, 36, 37, 38, 39	**Lab II** Groups C & D **OLS-P** Group A
Break (15 minutes)					
15:00 – 16:30	**Pre-Lab** Skill Resource Manual Clinical Practice Guidelines	**BJJ** (Quantum)	**Lab II** Groups C & D **OLS-P** Group B	**BJJ** (Quantum)	**Lab II** Groups C & D **OLS-P** Group B

Term 2 | Block 2 Cohort A					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30 – 10:00	**Study Period**	**Special Considerations** ECS Chapters: 46, 47, 48	**Lab II** Groups C & D **OLS-P** Group A	**Trauma II** ECS Chapters: 26, 27, 28	**Lab II** Groups C & D **OLS-P** Group A
Break (15 minutes)					
10:15– 12:00	**Study Period**	**Professional Prep.** External Certifications / Manuals	**Lab II** Groups C & D **OLS-P** Group B	**Medical II** ECS Chapters: 40, 41, 42 App. A, App. B	**Lab II** Groups C & D **OLS-P** Group B
Lunch (1 hour)					
13:00 – 14:45	**Trauma II** ECS Chapters: 26, 27, 28	**Medical II** ECS Chapters: 40, 41, 42 App. A, App. B	**Lab II** Groups A & B **OLS-P** Group C	**Medical II** ECS Chapters: 40, 41, 42 App. A, App. B	**Lab II** Groups A & B **OLS-P** Group C
Break (15 minutes)					
15:00 – 16:30	**Pre-Lab** Skill Resource Manual Clinical Practice Guidelines	**BJJ** (Quantum)	**Lab II** Groups A & B **OLS-P** Group D	**BJJ** (Quantum)	**Lab II** Groups A & B **OLS-P** Group D

ADMISSIONS OVERVIEW

Candidates seeking admission to the Program may be considered through either the *Traditional Admissions Pathway* or the *Mature Student Admissions Pathway*.

Both pathways consist of three phases:

- **Phase 1 – Pre-Selection**
- **Phase 2 – Selection**
- **Phase 3 – Offer of Acceptance**

Traditional Admissions Pathway

Applicants seeking admission through the Traditional Admissions Pathway must meet the requirements established by the Academy for that intake year.

General Requirements

- Be at least 18 years of age at the time of admission.
- Possess a High School Diploma, G.E.D., or C.A.E.C.

Academic Requirements

Applicants must have successfully completed Grade 11 or 12 level coursework with a final grade of 65% or higher in each required subject, including:

- English
- Mathematics
- Science
    - Biology and Chemistry are preferred.

Legal and Identification Requirements

Applicants must provide:

- a Criminal Record Check with Vulnerable Sector Check, valid within the previous 30 days; and
- a copy of a valid driver's licence or government-issued identification.

Candidates with findings that may affect fitness to practise or regulatory eligibility may be reviewed through a pre-admission referral process in accordance with applicable regulatory requirements.

Candidates must also be eligible to obtain a Class 4 driver's licence by program completion. Questions regarding licence eligibility should be directed to the applicable licensing authority.

Pre-Selection Package

Applicants must complete and submit the required Pre-Selection Package, including:

- Candidate Information Form
- Pre-admission Self-Interview Questionnaire
- Letter of Reference Form

Mature Student Admissions Pathway

A Mature Student is an applicant who:

- is at least 21 years of age at the time of application; and
- does not meet the requirements for direct admission through the Traditional Admissions Pathway.

Eligibility for the Mature Student Pathway is assessed on a case-by-case basis and may include consideration of:

- work experience;
- Faculty Interview results;
- Candidate Suitability Test (CaST) results; and
- comportment.

General Requirements

- Be at least 21 years of age at the time of application.
- Possess a High School Diploma, G.E.D., or C.A.E.C.
- Submit a resume and cover letter.

Legal and Identification Requirements

Applicants must provide:

- a Criminal Record Check with Vulnerable Sector Check, valid within the previous 30 days; and
- a copy of a valid driver's licence or government-issued identification.

Candidates with findings that may affect fitness to practise or regulatory eligibility may be reviewed through a pre-admission referral process in accordance with applicable regulatory requirements.

Candidates must also be eligible to obtain a Class 4 driver's licence by program completion. Questions regarding licence eligibility should be directed to the applicable licensing authority.

Pre-Selection Package

Applicants must complete and submit the required Pre-Selection Package, including:

- Candidate Information Form
- Pre-admission Self-Interview Questionnaire
- Letter of Reference Form

Phase 2 – Selection

Once pre-selection requirements have been met and supporting documentation has been validated, the candidate will be scheduled for a virtual Faculty Interview.

Candidates applying through the *Mature Student Admissions Pathway* will also be scheduled to complete an in-person writing of the Candidate Suitability Test (CaST).

Phase 3 – Offer of Acceptance

Candidates who successfully complete the selection process may be issued an Offer of Acceptance in accordance with Academy procedures.

To confirm their seat, the candidate must submit the required non-refundable seat deposit in accordance with the applicable tuition and fee schedule.

PROGRAM COSTS AND STUDENT EXPENSES

Students are responsible for paying all tuition, fees, deposits, and other program-related costs established by the Academy in accordance with the applicable tuition and fee schedule.

In addition to tuition and institutional fees, students may be responsible for costs associated with admission, participation, clinical practicum, preceptorship, regulatory compliance, and program completion.

These additional costs may include, but are not limited to:

- criminal record and vulnerable sector checks;
- immunizations, screening, testing, or other health-related requirements;
- CPR certification;
- technology and device-related costs;
- textbooks, learning materials, uniforms, or equipment, where applicable;
- fees imposed by external regulatory bodies;
- fees associated with required examinations, registrations, or student roster processes; and
- any other costs reasonably required for participation in the program or required placement activities.

Students are responsible for ensuring that required costs are paid within established timelines.

Detailed tuition and fee information is published separately by the Academy and made available to candidates and students.

STUDENT RESPONSIBILITIES

Students enrolled at OLS Academy are expected to take an active and professional role in their education and progression through the program.

Each student is responsible for:

- reading, understanding, and complying with the Student Handbook, Academy policies, course requirements, and official Academy communications;
- attending and participating in required academic, laboratory, simulation, clinical, and preceptorship activities;
- meeting deadlines established by the Academy, faculty, placement partners, and applicable regulatory bodies;
- maintaining accurate and up-to-date documentation required for admission, progression, placement participation, and program completion;
- maintaining access to required technology, platforms, and learning resources;
- demonstrating professionalism, respect, integrity, and conduct consistent with the expectations of the Academy and the profession;
- complying with all applicable health, safety, confidentiality, and privacy requirements; and
- promptly advising the Academy of any issue or change in circumstances that may affect attendance, progression, placement eligibility, or successful program completion.

Students are responsible for regularly monitoring their Academy email and any other communication platforms designated by the Academy.

Failure to fulfill student responsibilities may result in consequences under Academy policy and may affect a student's ability to participate in required program activities.

ACADEMY RESPONSIBILITIES

OLS Academy is committed to providing students with a learning environment that supports their development, progression, and successful completion of the program.

The Academy is responsible for:

- delivering the program in accordance with applicable educational, professional, and regulatory requirements;
- providing students with access to instruction, learning activities, and evaluation processes relevant to the program;
- communicating Academy policies, procedures, expectations, and program requirements to students;
- maintaining a learning environment that supports professionalism, respect, safety, and student success;
- providing students with information regarding schedules, course sequencing, and program expectations;
- assessing student performance in accordance with Academy policies, course requirements, and evaluation standards;
- advising students of progression, remediation, or other academic concerns in accordance with applicable Academy policies;
- communicating known clinical and preceptorship placement and regulatory requirements to students as information becomes available to the Academy;
- making reasonable efforts to support students in understanding program and placement-related expectations; and
- applying Academy policies and procedures in a fair, consistent, and objective manner.

While OLS Academy will make reasonable efforts to communicate known requirements and support students throughout the program, students remain responsible for meeting all academic, clinical, regulatory, and administrative obligations associated with their enrollment and progression.

COMMUNICATION EXPECTATIONS

Clear, timely, and professional communication is essential to student success and to the effective operation of the program.

Students are expected to monitor their Academy email and any other communication platforms designated by the Academy on a regular basis. Official information relating to schedules, deadlines, placements, policy updates, program requirements, and other important matters may be communicated through these channels.

Students are responsible for reading Academy communications in a timely manner and for responding where required.

Students are expected to communicate with faculty, staff, classmates, placement partners, and external stakeholders in a respectful, professional, and timely manner.

Students are responsible for ensuring that their contact information remains accurate and current with the Academy at all times.

CLINICAL & PRECEPTORSHIP ELIGIBILITY REQUIREMENTS

Regardless of the admissions pathway through which a student is admitted, all students must satisfy the applicable requirements for participation in clinical placements and the ambulance preceptorship.

Prior to participation in any clinical or preceptorship placement, students may be required to provide documentation or satisfy requirements established by the Academy, the applicable regulatory body, and/or the placement partner.

These requirements may include, but are not limited to:

- immunization records or proof of immunity, as required;
- proof of screening or testing, including tuberculosis screening and any other required screening;
- criminal record or vulnerable sector documentation, where required;
- completion of confidentiality agreements, waivers, acknowledgements, or other placement documentation;
- completion of orientation or onboarding requirements established by the placement partner; and
- satisfaction of any additional prerequisites required for participation in placement activities.

Specific requirements for ambulance preceptorship, or clinical placements may vary depending on the placement partner, regulatory requirements, or the nature of the learning environment.

Students are responsible for satisfying all applicable eligibility requirements within the timelines established by the Academy or the applicable external body.

Failure to satisfy applicable requirements may result in ineligibility for required placement activities.

REGULATORY REQUIREMENTS FOR STUDENTS

Students enrolled in OLS Academy programs are responsible for complying with all applicable regulatory requirements associated with their education, clinical placement, preceptorship, and progression toward graduation.

In addition to Academy requirements, students may be required to complete processes, examinations, registrations, declarations, or other compliance steps established by the applicable regulatory body or by organizations governing access to clinical or preceptorship environments.

These requirements may include, but are not limited to:

- registration or inclusion on a regulatory student roster;
- completion of a jurisprudence examination or similar regulatory assessment;
- payment of fees required by the applicable regulatory body;
- completion of declarations, forms, acknowledgements, or other submissions;
- compliance with deadlines established by the regulatory body or placement partner; and
- satisfaction of any additional regulatory or placement-related requirements introduced during the course of the program.

Students are responsible for completing all required steps within established timelines.

Failure to satisfy applicable regulatory requirements may result in ineligibility for clinical placement, preceptorship, or other required program activities.

OLS Academy will make reasonable efforts to communicate known regulatory requirements to students. However, the Academy is not responsible for delays, restrictions, or consequences arising from a student's failure to meet requirements imposed by an external regulatory body or placement partner.

TECHNOLOGY REQUIREMENTS

Students are required to have personal access to a tablet device with an external keyboard for use throughout the program.

OLS Academy utilizes electronic platforms, including the CompTracker system and the Academy's Learning Management System (LMS)**,** to support course delivery, communication, assessment, documentation, and other academic activities.

Students are responsible for ensuring that their device is functional, reliable, and compatible with the technical requirements of the systems used by the Academy.

Current minimum device specifications and platform requirements are published by the Academy and made available to students prior to the start of the program. Students are responsible for reviewing these requirements and ensuring their device remains suitable for program use.

Failure to maintain access to a compatible and functional device may affect a student's ability to participate fully in required academic or program-related activities.

ENGAGEMENT POINTS RUBRIC

Engagement Points: A student's engagement will be graded out of 100. Please reference the applicable Course Outline, for weighting of Engagement Points.

Engagement points are evaluated using the following scale:

Fully Engaged (Full Points)	• Student is present in class, has an absence excused by Faculty (e.g., medical appointment that cannot be scheduled outside of class hours), or, situation permitting, student is virtually present at lectures they are unable to attend physically. • Student comes to class prepared. • Student is not distracted by irrelevant activities on phone or another electronic device. • Student makes thoughtful contributions to the conversation. • Student shows an interest in and respect for the contribution of others. • Student actively participates in group activities. • Student hands in assignments in a timely manner.
Partially Engaged (Half Points)	• Student is late for class. • Student is present but has not prepared for class. • Student is distracted by irrelevant activities on phone or another electronic device but discontinues behaviour when requested. • Student does not make thoughtful contributions to the conversation. • Student requires guidance from an instructor to behave appropriately; inappropriate behaviour is discontinued upon request. • Student is present but requires prompting and guidance to actively participate in group activities. • Student hands in assignments passed assigned deadline.
Disengaged (No Points)	• Student is absent from class and, situation permitting, student refuses offer from Faculty to be virtually present at lectures they are unable to attend physically. • Student is distracted by irrelevant activities on phone or another electronic device but does not discontinue behaviour when requested. • Student requires guidance from an instructor to behave appropriately; inappropriate behaviour is not discontinued upon request. • Student displays disrespect to instructor and/or other students. • Student is present but does not participate in group activities. • Student does not hand in assignments.

STUDENT EXPECTATION GUIDE

This chart provides a *general* overview of expected student progression across the 40-shift preceptorship element of Term 3. It helps preceptors and students determine whether development is appropriate for given periods and to identify when additional support may be required.

Timeline	General Expectation
First 4 shifts	• Needs frequent prompting, asks questions appropriately • Performs primary survey + vitals with support • Starts contributing simple tasks (equipment, comfort measures) • Beginning to recognize obvious hazards
After second rotation	• More consistent with vitals, history-taking, and primary assessment • Performs simple elements of focused assessment with prompting • More comfortable in the environment • Begins to understand call flow and crew dynamics
After third rotation	• Performs basic assessments more independently • Reasoning still incomplete but improving • Can verbalize a simple plan when asked • Less prompting required for routine tasks • Professional and reliable interaction with crew/patients
After fourth rotation	• Performs most assessments with less direction • Begins to anticipate next steps (grab equipment, start assessments) • Integrates assessment findings more logically • Maintains situational awareness with coaching
After fifth rotation (End of Phase 1)	• Safe, reliable participation in most calls • Demonstrates basic reasoning and can discuss findings • Requires prompting but is receptive to coaching • Performs foundational tasks with confidence
After sixth rotation	• More complete assessments with minimal prompting • Begins organizing calls independently • Better equipment handling and scene role performance • Provides more coherent explanations for clinical choices
After seventh rotation	• Makes reasonable clinical decisions with preceptor oversight • Anticipates crew/patient needs more often • Reliable communication with clear handovers • Adapts approach based on severity

Timeline	General Expectation
After eighth rotation (End of Phase 2)	• Performs assessments independently in many cases • Solid reasoning and improving prioritization • Minimal prompting required • Professional and confident demeanour
After ninth rotation	• Independently leads most assessments • Strong, logical clinical reasoning • Appropriate pacing and scene awareness • Clear and confident communication
After tenth rotation (End of Phase 3)	• Reliable, independent performance • Safe, efficient prioritization of care • Demonstrates teamwork and professionalism consistently • Suitable for autonomous practice as an entry-level PCP

Entry-level performance describes the expected standard of a graduating Primary Care Paramedic who can deliver patient care **safely, effectively, and appropriately** across typical clinical and out-of-hospital situations. At this level, the student demonstrates reliable assessment and data gathering, sound clinical reasoning, appropriate decision-making, clear communication, professional behavior, and effective safety and risk management. The student functions independently in most situations while recognizing limits and seeking guidance when appropriate. Entry-level performance reflects **competence and readiness for practice,** not expert or flawless performance, and acknowledges that continued growth occurs after graduation.

Policy **Manual**

Primary Care Paramedicine

OLS ACADEMY

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OLS ACADEMY

Policy No.: 2122-1.0	**Policy Title:** **Academic Integrity Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To ensure that all academic work at OLS Academy is conducted with honesty and integrity, promoting a fair and ethical academic environment.

Policy:

A violation of the *Academic Integrity Policy* is a Level 2 or 3 violation (as outlined in *Disciplinary Policy*)

A violation of the *Academic Integrity Policy* refers to any form of cheating that occurs in relation to a formal submission of student work (e.g., research papers, essays, homework, assignments, quizzes, exams etc.). Forms of cheating are listed below, but not exclusive:

1. Plagiarism – the use of words or ideas from another's work without crediting the original source to obtain an academic advantage. This includes the use of artificial intelligence services such as ChatGPT.
2. Cheating – attempts to gain or give assistance without appropriate acknowledgement.
3. Deception – providing false information regarding a formal submission. For example, this could include false reasoning for not submitting an assignment.
4. Bribery or paid services – providing or receiving information for academic advancement with monetary value or some other non-monetary exchange is involved and has altered the behavior of the recipient or influenced the action of an Academy employee.

OLS ACADEMY

Policy No.: 2122-2.2	**Policy Title:** **Attendance Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To outline the attendance expectations and requirements for students, ensuring consistent participation and engagement in the academic program.

To outline the attendance expectations and requirements for students, ensuring consistent participation and engagement in all required academic, practical, fitness, and program-related activities.

A violation of the *Attendance Policy* is a Level 3 violation (as outlined in *Disciplinary Policy*)

Due to the intensive nature of the OLS Academy program, all students are required to maintain a minimum standard of attendance. Students who miss more than the allotted absences per course, as listed in the applicable Course Outline, may face academic review, delayed progression, disciplinary action, or dismissal from the program.

Students are required to provide explanations for absences; however, providing an explanation does not automatically result in an absence being excused.

All absences will count toward the permissible absences per course unless otherwise approved through the applicable appeal or review process. Students experiencing undue hardship or who have experienced a catastrophic event, such as the death of a family member, may appeal to have one or more absences excused.

Attendance and active engagement in required programming offered through OLS-Performance and Quantum Jiujitsu are mandatory components of the OLS Academy program. These sessions support student development in areas including physical readiness, occupational fitness, movement, safety, resilience, confidence, and professional preparation.

Unless otherwise communicated by OLS Academy, students are permitted a maximum of:

1. Four absences per Term from fitness training sessions delivered through OLS-Performance; and
2. Four absences per Term from Jiujitsu training sessions delivered through Quantum Jiujitsu.

These absence allotments are separate and are not transferable between OLS-Performance, Quantum Jiujitsu, classroom courses, labs, clinical practicum, preceptorship, or any other program requirement.

Students who exceed the permitted absence allotment for OLS-Performance or Quantum Jiujitsu may be subject to academic review, disciplinary action, delayed progression, or dismissal from the program.

Students are expected to attend all required sessions on time, participate actively, follow instructor direction, and conduct themselves in a professional and respectful manner. A student who attends but does not meaningfully participate, refuses to engage without an approved reason, leaves early, arrives late, or otherwise fails to meet the expectations of the session may be considered absent at the discretion of OLS Academy.

Where a student is unable to participate due to illness, injury, medical restriction, accommodation-related need, or other significant circumstance, the student must notify OLS Academy as soon as reasonably possible. Supporting documentation may be required. Notification or documentation does not automatically excuse the absence or remove it from the student's absence total.

An absence includes, but is not limited to, the following:

1. Unscheduled or unexplained absences;
2. Late arrivals to class, lab, fitness training, Jiujitsu training, or other required program activities;
3. Early departures from class, lab, fitness training, Jiujitsu training, or other required program activities;
4. Attending a morning session and not the afternoon session, or vice versa;
5. Failure to attend required OLS-Performance programming;
6. Failure to attend required Quantum Jiujitsu programming;
7. Attendance without active engagement or meaningful participation, unless otherwise approved by OLS Academy.

OLS ACADEMY

Policy No.: 2122-3.1	**Policy Title:** **Virtual Attendance Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To establish guidelines for student participation in virtual learning environments, ensuring accountability and engagement during online instruction.

Policy:

OLS Academy is committed to the success of all its students and as such has placed a high priority on class attendance. It is recognized, however, that from time to time, situations may arise where a student must unavoidably be absent from class but is still available to attend the class virtually. This policy is designed to provide guidance around virtual class attendance. Virtual class attendance will be an option to students when **ALL 3** of the following conditions have been met:

1. Unavoidable obstacles (weather, government lockdown, etc.) that do not prevent the instructor from attending the class to present virtually.
2. The class for which the student(s) will be absent is an instructor lead, lecture-based class.
3. The student(s) have made arrangements with the class instructor to attend virtually.

Academy faculty and management believe that in-person learning promotes more student interactivity, focus, and knowledge retention than does virtual presence learning. In short, the OLS Academy team believes that in-person learning offers advantages that simply cannot be realized through virtual class attendance. For that reason, in-class attendance will always be preferred and promoted over virtual attendance. Students wishing to attend a class virtually must be granted permission prior to the start of the class. All requests for virtual attendance that have not been received and approved prior to the start of the class, will result in the student being marked as absent for that class.

Procedure

1. Please refer to the OLS Academy *SOP: Virtual Learning* for detailed instructions on how to access classroom lectures virtually and the necessary technological requirements to do so.

OLS ACADEMY

No.: 2122-4.2	**Policy Title:** **Classroom Protocol Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To define the expected behavior and procedures within the classroom setting, promoting a respectful and conducive learning environment.

Policy:

A violation of the Classroom Protocol Policy is a Level 1 or 2 violation. (As outlined in *Disciplinary Policy*)

Students are expected to be courteous and respectful of others, and mindful that a classroom is a shared working space with the primary goal of learning course material. Unnecessary distractions are too be minimized – that includes turning off cell phones and other distracters during lectures unless permission has been granted by the instructor.

Tardiness:

Tardiness is strongly discouraged as it is in the Paramedic workplace. If for some reason you arrive late, please wait and enter the class during break. Tardiness will result in the student being marked as absent for that class.

OLS ACADEMY

Policy No.: 2122-5.2	**Policy Title:** **Disciplinary Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

The purpose of this policy is to promote a safe, respectful, and professional learning environment by establishing a fair and consistent framework for addressing student misconduct.

Policy:

OLS Academy is committed to maintaining a safe, respectful, and professional learning environment. Student misconduct will be addressed in a fair and consistent manner, with consideration of the seriousness of the conduct, the surrounding circumstances, the impact on others and the learning environment, prior misconduct, and the student's willingness and ability to comply with corrective or remedial measures.

Disciplinary action will normally be progressive; however, OLS Academy reserves the right to impose a more serious consequence at any stage where the nature, severity, or impact of the conduct warrants it.

Multiple lower-level violations may be considered cumulatively and may result in a higher level of disciplinary response.

Levels of Misconduct:

Level 1 Violations:

Minor misconduct or isolated breaches of Academy standards. Customary consequences may include verbal warning; written warning; corrective instruction; or other appropriate educational or corrective measures.

Level 2 Violations:

Moderate misconduct, repeated minor misconduct, or conduct demonstrating poor judgment, professionalism concerns, or failure to respond to prior corrective action.

Customary consequences may include written warning; behavioral probation; restorative action plan; restriction or suspension of specified student privileges; or other appropriate sanctions or remedial requirements.

Level 3 Violations:

Serious misconduct, repeated misconduct, conduct creating significant safety or professionalism concerns, or conduct fundamentally incompatible with continued participation at OLS Academy.

Customary consequences may include involuntary withdrawal; expulsion; or referral to law enforcement or other appropriate authorities where warranted.

Disciplinary Measures:

Corrective Measure:

Where appropriate, faculty or staff may address minor misconduct through an immediate corrective measure. The purpose of a corrective measure is to bring the concern to the student's attention, require immediate correction where possible, and reinforce future compliance with Academy standards.

Restorative Action Plan:

Where additional intervention is required, the student may be required to participate in a restorative action plan. A restorative action plan may include specific expectations, conditions, restrictions, educational tasks, accountability meetings, or other remedial measures.

Failure to comply with a restorative action plan, or further misconduct following such a plan, may result in escalated disciplinary action.

Involuntary Withdrawal:

Where appropriate, OLS Academy may require a student to withdraw from the program where the student's conduct, professionalism, or ongoing non-compliance renders continuation in the program unsuitable.

Any conditions for future return or readmission, where permitted, will be communicated in writing.

Expulsion:

Where, in the opinion of the Academy Director, a student's conduct is incompatible with continued participation at OLS Academy, the student may be expelled.

A student who is expelled will normally receive a failing grade in affected courses where required by Academy policy or program rules. Any eligibility for future application or readmission will be determined by OLS Academy and communicated in writing.

Interim Measures:

OLS Academy may impose interim restrictions or an interim suspension pending investigation or final disposition where reasonably necessary to protect safety; maintain professionalism; preserve the integrity of the learning environment; or support Academy operations.

Disciplinary Process:

Where alleged misconduct may result in formal disciplinary action, the following process will normally apply:

- the student will be notified of the concern or allegation;
- the student will be given an opportunity to respond;
- the matter will be reviewed by the appropriate Academy decision-maker;
- the outcome and any disciplinary consequence will be communicated in writing.

The Academy Director will decide matters involving suspension, involuntary withdrawal, or expulsion.

Appeal:

A student may appeal an involuntary withdrawal, or expulsion decision in accordance with the *Appeals Policy.*

OLS ACADEMY

Policy No.: 2122-6.2	Policy Title: **Grade Appeal Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To establish a fair, consistent, and timely process for the review of individual grades.

Policy:

OLS Academy provides students with an opportunity to appeal individual grades in a fair and equitable manner. A student will not be subject to retaliation for filing a grade appeal in good faith.

This policy applies to appeals of grades assigned to individual assessment methods only. It does not apply to broader academic decisions such as course progression, student exit, disciplinary decisions, or other academic or administrative decisions, which are governed by the *Appeals Policy.*

Grades on the following assessment methods may be appealed:

- assignments;
- projects;
- tests, quizzes, and examinations; and
- summative practical evaluations.

A grade appeal may be brought only on one or more of the following grounds:

- clerical, calculation, or recording error;
- inconsistency with the published grading criteria, rubric, answer key, or evaluation standard;
- procedural irregularity that may have affected the grade; or
- bias or reasonable apprehension of bias.

The following do not, on their own, constitute valid grounds for a grade appeal:

- dissatisfaction with a grade;
- disagreement with academic judgment alone; or
- a request for additional marks without identified error or irregularity.

The onus is on the student to show that a higher grade or different evaluation result is warranted on recognized grounds.

Procedure:

Step 1 – Appeal to Instructor:

If a student wishes to appeal a grade in a didactic course assessment, the student must first submit the appeal to the instructor who assigned the grade.

The appeal must be submitted within **48 hours** of the student receiving the grade.

The appeal must include:

- the assessment being appealed;
- the grade received;
- the grounds for appeal;
- the basis upon which a different grade is claimed; and
- any supporting information.

The instructor will review the appeal and may confirm or amend the grade. A written decision will normally be provided within **48 hours.**

Step 2 – Appeal to Academy Director:

If the student is dissatisfied with the outcome of Step 1 and wishes to appeal further, the student may submit a written grade appeal to the Academy Director within **48 hours** of receiving the instructor's written decision.

The written appeal must:

- identify the instructor decision being challenged;
- state the grounds for further appeal; and
- explain why the student believes the original grade or Step 1 appeal decision was incorrect.

A Step 2 grade appeal will normally be determined on the record that was before the instructor. A student is expected to present all relevant information at Step 1. New information will not normally be considered unless the student establishes that it is significant and was not reasonably available earlier.

Review of Didactic Assessments:

For assignments, projects, tests, quizzes, and examinations, the Academy Director will obtain a copy of the assessment and arrange for it to be independently reviewed or re-marked by another qualified instructor or designate.

Following review:

- if a higher grade is warranted, the higher grade will be assigned;
- if the review supports the original grade, the original grade will remain in place.

The Academy Director's decision is final within OLS Academy.

Review of Summative Practical Evaluations:

An appeal related to a summative practical evaluation will be reviewed by the Academy Director or designate.

The review may include:

- available audio and/or video recordings;
- the evaluation tool or rubric;
- assessor notes;
- and any other relevant documentation.

If, following review, it is determined that a higher evaluation outcome is warranted, the student's result will be amended accordingly. If the review does not support a higher outcome, the original evaluation result will remain unchanged.

The Academy Director's decision is final within OLS Academy.

OLS ACADEMY

Policy No.: 2122-7.5	**Policy Title:** **Immunization Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To ensure that all students are immunized according to health guidelines, promoting a safe and healthy learning environment.

Policy:

A violation of the Immunization Policy is a Level 2 violation. (As outlined in *Disciplinary Policy*)

Prior to the start of Term 3, students are required to submit proof of vaccination or proof of immunity to:

- MMR (Measles, Mumps, Rubella)
- Pertussis (Whooping Cough)
- Tetanus
- Diphtheria
- Hepatitis B
- Varicella

Students must also submit:

- Proof of a negative result on a two-step TB test
    - Students who completed a two-step TB test more than 12 months prior to submission may provide documentation of a negative one-step TB test to meet this requirement.
- Proof of Hepatitis C screening

Students are responsible for the cost of vaccines. Timing is everything – Start Early. Some vaccines often require several doses which may take several weeks to complete the process.

OLS ACADEMY

Policy No.: 2122-8.2	**Policy Title:** **Mature Student Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To address the unique needs and circumstances of mature students, providing appropriate support and accommodations.

Policy:

OLS Academy understands that changes in life's trajectory can occur at any stage. It is strongly felt that no individual should face undue challenges in changing that trajectory, no matter the timing of their decision to do so. Individuals classed as Mature Students will have the opportunity to enroll into OLS Academy's Primary Care Program via an alternate admissions path.

A Mature Student is an applicant who:

- Is at least 21 years of age at the time of application submission AND
- DOES NOT meet the admission requirements for direct acceptance via the regular admissions pathway

Eligibility for Mature Students will be evaluated on a case-by-case basis. The following will be considered:

- Work experience
- Faculty interview results
- Comportment
- Results on the Candidate Suitability Test (CaST)
- Proof of Highschool Diploma or equivalent is required

OLS ACADEMY

Policy No.: 2122-9.3	**Policy Title:** **Student Crisis Intervention Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To establish OLS Academy's approach to supporting students who may be experiencing a mental health crisis, emotional distress, suicidal ideation, or crisis related to an Academy, clinical, preceptorship, or other program-related experience.

This policy is intended to support timely identification, referral, escalation, documentation, and safety-related decision-making while recognizing that OLS Academy faculty and staff are not mental health counsellors and do not provide clinical mental health assessment, diagnosis, counselling, psychotherapy, or treatment.

Policy:

OLS Academy is committed to supporting the safety, dignity, and well-being of students, including students experiencing a mental, emotional, or psychological crisis resulting from an abnormally stressful event, an accumulation of stressors, or experiences related to academic, clinical, or preceptorship activities.

This policy provides guidance to:

1. Students who are experiencing a mental health crisis or emotional distress;
2. OLS Academy faculty and staff who may be required to respond to a student in crisis;
3. Students who have concerns about another student's mental health, safety, or well-being; and
4. Students in clinical practicum or ambulance preceptorship settings who require urgent mental health support.

OLS Academy faculty and staff are not certified mental health counsellors and do not provide counselling, psychotherapy, clinical mental health assessment, diagnosis, or treatment.

Students requiring urgent mental health support will be directed to appropriate external crisis helplines, which are free, confidential, and bilingual services available by telephone at:

New Brunswick Students**: 1-866-355-5550** Nova Scotia Students: **1-888-429-8167**

Students may contact the helplines directly or may request assistance from OLS Academy through the *Mental Health Crisis Activation* Button located in the Student WorkSpace.

OLS Academy is committed to:

- Creating a stigma-free environment;
- Encouraging students to seek help early;
- Responding to crisis concerns in a timely and compassionate manner;
- Maintaining student privacy and confidentiality to the greatest extent possible;
- Recognizing the limits of confidentiality where there is a risk of harm to the student or others;
- Ensuring that student safety is prioritized;
- Directing students to appropriate external mental health crisis supports;
- Supporting students in accessing crisis resources when they request assistance; and
- Documenting crisis-related activations and Academy responses in a confidential and appropriate manner.

OLS Academy does not guarantee the availability, suitability, outcome, or response time of external crisis services. Where there is an immediate risk to life, safety, or serious harm, 911 must be contacted immediately.

Procedure:

Direct Access to Crisis Support

Students who are experiencing a mental health crisis, emotional distress, or an urgent need for support are encouraged to contact the crisis resources identified in this policy.

Students thinking about suicide or are worried that someone else may be thinking about suicide, can call or text 9-8-8.

Students must call **911** immediately if they are in immediate danger, believe they may harm themselves or someone else, require urgent medical care, or are unable to maintain their own safety.

Faculty or Staff Response to a Student in Crisis

Where a student discloses that they are experiencing a mental health crisis, or where a faculty or staff member reasonably believes that a student may be in crisis, the faculty or staff member shall respond within the limits of their role as Academy personnel.

The response may include:

1. Engaging the student in a calm, respectful, supportive, and non-judgmental manner;
2. Determining whether there appears to be an immediate risk of harm to the student or others;
3. Contacting **911** where immediate risk is present or reasonably suspected;
4. Encouraging the student to contact the appropriate crisis helpline where immediate emergency response is not required;
5. Offering reasonable assistance to help the student access the helpline, where appropriate;
6. Notifying the Academy Director or designate as soon as reasonably possible; and
7. Documenting the incident or concern in accordance with Academy reporting requirements.

Faculty and staff must not attempt to provide counselling, clinical assessment, diagnosis, therapy, or ongoing crisis management beyond their role as Academy personnel.

Concerns Reported by Other Students

Students who are concerned about another student's mental health, safety, or well-being are encouraged to notify an OLS Academy faculty or staff member, the Academy Director, or designate as soon as possible.

Where a student reports concern that another student may be suicidal, at risk of self-harm, at risk of harming others, or otherwise in immediate danger, OLS Academy may take reasonable steps to assess the concern and escalate appropriately. This may include contacting the student, contacting emergency services, or notifying an emergency contact where permitted or required by law or safety considerations.

Students should call **911** directly where they believe there is an immediate risk to life or safety.

Clinical Practicum and Preceptorship Settings

Students completing clinical practicum or ambulance preceptorship may be exposed to stressful, traumatic, or emotionally distressing events. Students experiencing a mental health crisis or significant emotional distress during clinical practicum or preceptorship are expected to seek immediate support and, where safe and practical, notify an appropriate supervisor, preceptor, or OLS Academy representative.

Where a student's condition may impair safe participation in patient care, clinical activity, ambulance operations, or other placement responsibilities, OLS Academy may temporarily remove or restrict the student from clinical practicum or preceptorship activities pending follow-up, review, and confirmation that the student can safely resume participation.

Where required, OLS Academy may require completion of applicable fitness-to-practice documentation before the student resumes clinical practicum or preceptorship activities.

Emergency Contact and 911 Escalation

OLS Academy may contact **911** where there is an immediate or reasonably suspected risk of harm to the student, another person, patients, staff, or the public.

OLS Academy may contact a student's emergency contact where reasonably necessary to protect the student's health or safety, where emergency services have been activated, where the student has been transported for emergency care, or where OLS Academy is unable to reach the student following a crisis-related activation and there is reasonable concern for the student's safety.

These actions may be taken without the student's prior consent where necessary to protect health or safety.

Voluntary Access to External Support

Accessing external mental health crisis support is generally voluntary. OLS Academy will encourage students to access appropriate crisis resources and may assist students in doing so; however, the decision to engage with external crisis support remains the student's decision unless emergency intervention is required due to an immediate safety concern.

A student will not be subject to disciplinary action solely for seeking crisis support or declining to access external crisis support. However, where a student's condition, conduct, or circumstances create safety, fitness-to-participate, professionalism, patient-care, or placement concerns, OLS Academy may take reasonable academic, operational, or safety-related action in accordance with applicable Academy policies.

OLS ACADEMY

Policy No.: 2122-10.2	Policy Title: Privacy Policy
Effective Date: August 2021	Latest Review Date: July 2026

Purpose:

To protect the privacy and confidentiality of student and staff information, ensuring compliance with relevant privacy laws and regulations.

Policy:

OLS Academy collects students' personal information for the following reasons:

- To maintain student records
- To issue T2202s in accordance with Canada Revenue Agency

Students' personal information is not used for any other purpose. OLS Academy retains student records in a locked file cabinet until December 31st of the student's final year of study. Student files are then scanned and stored electronically for a period of twenty-five (25) years on a secure, encrypted server.

OLS Academy will store an electronic copy of the students' contract and transcripts indefinitely. Requests for Official Transcripts will be processed within 24 hours. The cost of official transcripts is $12.00, and payment is the responsibility of the student. Unofficial transcripts will be emailed to the student at no cost within 24 hours.

Procedure for authorizing release of information:

1. If a student wishes to authorize a third party to access information in his/her student file, he/she must do so in writing, using the Records Access Request Form.
2. The Academy will not release information to any person other than people authorized by the student to access information unless required to do so by legislation, a subpoena, court order or if release of information is necessary as part of an ongoing police investigation.

Procedure for student to access information:

1. If a student wishes to view their student file, he/she must request access in writing using the Records Access Request Form, which can be obtained from the Registrar's office.
2. Once completed, the Records Access Request Form must be submitted to the Registrar in-person or via email. Within 48 hours, the student will receive email notification of approval with date and time options for viewing.
3. Students can view records in the presence of an OLS Academy faculty member for a period of 30 minutes. No changes can be made to the records by the student.
   *Changes to student records based on a successful appeal, will be added to the student file following Academy Director's review (see Grade Appeals Policy)

Any party who, through their engagement with the program and its' students, comes into contact or possession of student information, is to protect that information in accordance with this policy and any applicable learning agreement(s).

OLS ACADEMY

Policy No.: 2122-11.1	**Policy Title:** **Respectful Environment Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To promote a respectful and inclusive environment for all members of the academy, preventing discrimination and harassment.

Policy:

A violation of the Respectful Environment Policy is a Level 1, 2, or 3 violation. (As outlined in *Disciplinary Policy*)

OLS Academy is committed to ensuring that its learning environment promotes the respectful and fair treatment of all students and staff. This policy reflects an understanding of the contribution needed to ensure the successful achievement of the students' desired goals and promotes respectful and fair treatment for both students and staff.

OLS Academy's Commitment to the Student:

- Work with you on an individual basis with respect for your needs and abilities.
- Facilitate your learning in an interesting, safe, supportive, and positive manner.
- To grade and evaluate your performance fairly and impartially.
- To report your grades on tests and projects in a timely manner.
- Clearly state information relating to the assessment process, assignment requirements, timetable, and textbooks.
- To start all classes on time with prepared faculty.
- Provide access to appropriate members of staff to discuss related concerns.
- Display respect for personal dignity, which includes sensitivity towards cultural needs and freedom from any form of harassment.

Student Commitment to OLS Academy:

- Complete the enrollment process and make arrangements for the payment of any applicable fees before attending classes.
- Attend punctually to all scheduled classes.
- Comply with Faculty directions.
- Complete all homework assignments on time and to a designated standard.
- Demonstrate integrity at all times.
- Follow standards of hygiene and dress according to OLS Academy's Dress Code Policy.
- Request assistance when necessary.

- Turn mobile phones and other audio devices off during class.
- Have a positive attitude, to show respect and consideration toward the Academy, its partners, other students, the faculty, and staff.
- Take a professional approach while engaging in all assignments, projects, teamwork, work, and external program components.
- Comply with expectations for completion of assessments.
- Refrain from harassment of, abuse of, or discrimination against any person or group of people.
- Observe current legislation that prohibits the use or possession of illegal drugs. Any student suspected of carrying illegal drugs on OLS Academy property will be reported to the police and will be subject to the expulsion.
- Refrain from bringing alcohol and/or illicit drugs onto OLS Academy property or to practicum sites.
- Not attend any class or practicum experience under the influence or appear to be under the influence of alcohol and/or illicit drugs.
- Adhere to all policies outlined in the Student Handbook.

While on Academy premises or during activities or events hosted by OLS Academy, the student is required to behave in a professional manner, outlined in the commitments noted above.

OLS ACADEMY

Policy No.: 2122-12.3	**Policy Title:** **Severe Weather Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To establish procedures for handling severe weather conditions, ensuring the safety of students and staff.

Policy:

In the event that weather creates conditions that are not suitable for travel, the class may be cancelled or postponed. Cancellations/delays will be communicated through email, posted on our social media pages, and reported to local radio stations.

Note: Failure to show up for class without notifying the Academy (via voicemail or email) will result in the student being marked absent.

OLS ACADEMY

Policy No.: 2122-13.0	Policy Title: **Harassment Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To prevent and address harassment within the academy, ensuring a safe and respectful environment for all.

Policy:

A violation of the Harassment Policy is a Level 2 or 3 violation. (As outlined in *Disciplinary Policy*)

OLS Academy's Harassment policy is intended to maintain a working and learning environment free from the harassment of its students and employees. Any behavior determined to constitute harassment will be viewed as neither complimentary nor humorous and will be subject to disciplinary action.

OLS Academy recognizes that the perception of harassment is often subjective and that the circumstances surrounding the conduct, as well as its pattern, frequency, and severity, need to be considered to assess the behavior. Harassment may be verbal, written or physical in nature, each of which may be grounds for disciplinary action. For the purposes of this policy, harassment constitutes the following:

Behavior that is known or ought reasonably to be known to be unwelcome. It includes, but is not limited to, the following:

- Behavior that intimidates, isolates or even discriminates against a targeted individual.
- Inappropriate or insulting remarks, gestures, jokes, innuendoes, bullying or taunting about a person based on:
    - Race
    - Family lineage
    - Origin of birth
    - Citizenship
    - Religious beliefs
    - Sex
    - Sexual orientation
    - Gender identity
    - Disability
- Repeatedly making unwanted, unsolicited contact
- Gossiping or spreading rumors
- Belittling an individual's opinion(s).

If a student believes that he or she has been harassed or continues to be harassed, he or she should provide a detailed written complaint to the Academy Director as soon as possible after the incident(s). If it is determined that harassment did occur, action will be taken in accordance with the circumstances involved.

Any administrator, faculty member, staff member or student determined by this investigation to be responsible for harassment will be subject to appropriate disciplinary action, up to and including dismissal, termination, or legal remediation.

Note: For sexual harassment, please refer to OLS Academy's *Sexual Harassment Policy.*

OLS ACADEMY

Policy No.: 2122-14.0	Policy Title: **Sexual Harassment Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To specifically address and prevent sexual harassment, providing clear guidelines for reporting and addressing such incidents.

Policy:

A violation of the Sexual Harassment Policy is a Level 2 or 3 violation. (As outlined in *Disciplinary Policy*)

OLS Academy's Sexual Harassment policy is to maintain a working and learning environment free from the sexual harassment of its students and employees. Any behavior determined to constitute sexual harassment will be viewed as neither complimentary nor humorous and will be subject to disciplinary action.

OLS Academy recognizes that the perception of sexual harassment is often subjective and that the circumstances surrounding the conduct, as well as its pattern, frequency, and severity, need to be considered to assess the behavior. Sexual harassment may be verbal, graphic, written, or physical in nature, each of which may be grounds for disciplinary action.

For the purposes of this policy, sexual harassment constitutes the following:

Such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant. For example:

- Making unsolicited written, verbal, physical or visual contact with sexual overtones.
    - Written examples: Suggestive or obscene letters, notes, and invitation.
    - Verbal examples: Derogatory comments, slurs, jokes, epithets
    - Physical examples: Assault, touching, inappropriate embracing, impeding or blocking movement
    - Visual examples: Leering, gestures, display of sexually suggestive objects in pictures, cartoons, or posters
- Continuing to express sexual or amorous interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)

If a student believes that he or she has been sexually harassed, he or she should provide a detailed written complaint to the Academy Director as soon as possible after the incident. If it is determined that sexual harassment did occur, action will be taken in accordance with the circumstances involved.

Any administrator, faculty member, staff member or student determined by this investigation to be responsible for sexual harassment will be subject to appropriate disciplinary action, up to and including dismissal, termination, or legal remediation. If a student feels that the above stated policies regarding sexual harassment have not been carried out, he or she is encouraged to follow the procedures set forth in the *Appeals Policy.*

OLS ACADEMY

Policy No.: 2122-15.4	Policy Title: **Student Dress Code Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To define the dress code expectations for students, promoting professionalism and safety.

Policy:

A violation of the Student Dress Code Policy is a Level 1 or 2 violation (Level 3 if continued) (as outlined in *Disciplinary Policy*)

Pre-uniform arrival:

It is OLS Academy's policy that all students must adhere to the student dress code. Prior to the arrival of student uniforms, professional attire will be compulsory at all times. Students will present themselves in a professional and polished manner. It is expected that students will adhere to the policy to and from the Academy, during the day, and off campus while they are representing the Academy in an official capacity.

It is understood that students will use good taste and judgment with respect to their overall presentation and will avoid wearing garments that are damaged, revealing, or poorly fitted. Garments will be well fitted, in good condition and clean all times.

Post-uniform arrival:

Once students have received their uniforms, the following will be expected:

- Uniform shirts will be clean and pressed
- Uniform shirts will be buttoned to the second button at all times
- A clean white t-shirt or white long-sleeve shirt will be worn under the uniform shirt
- Uniform pants will be clean and hemmed
- Boots will be clean and laced up with black laces
- A black uniform belt will be worn
- Hair will be worn in a manner that, without headdress, the entire face is visible.
    - If hair is colored, it will be colored in a natural human hair color. (Black, brown, blonde etc.)
- Facial hair will be maintained in a manner that does not interfere with the proper fit and seal of required respiratory protective equipment, including an N95 respirator:
    - Students must be clean shaven in areas where the respirator seals to the face during clinical placements, and preceptorship.

- Accessories including, but not limited to, watches, glasses, rings, and piercings must present a professional and uniform decorum and not negatively interfere with student responsibilities:
    - OLS Academy reserves the right to restrict a student from wearing any accessory, while in the OLS Academy uniform.

Uniforms will be worn during class/labs and while representing the Academy in an official capacity. At no times will a uniform be worn in public without expressed approval of Faculty and/or Administration.

While in uniform, students may only wear Academy-issued uniform items. Personal clothing items, including sweaters or jackets not issued by the Academy, are not permitted.

Students are expected to meet basic hygiene requirements during regular class hours for the duration of their program such as but not limited to:

- Maintain personal cleanliness by bathing daily
- Oral hygiene (brushing of teeth)
- Use deodorant / anti-perspirant to minimize body odors
- No scented perfumes, colognes, body sprays, lotions are permitted. These can cause allergic reactions, migraines, and respiratory difficulty for others. Students who disregard this policy may be asked to wash off strong scents or possibly sent home if they are unable to do so.
- Clean and trimmed fingernails. (¼ inch long or less)
    - Students are only permitted to wear nail polish that is clear/transparent.
- Wash hands after eating or using the restrooms.

OLS ACADEMY

Policy No.: 2122-16.0	Policy Title: Tuition & Fee Refund Policy
Effective Date: August 2021	Latest Review Date: July 2026

Purpose:

To outline the conditions and procedures for refunding tuition and fees, ensuring transparency and fairness.

Policy:

OLS Academy's Tuition & Fee Refund Policy has been established in compliance with New Brunswick's *Private Occupational Training Act and Regulation*.

"(6.6(2)) *The Private Occupational Training Organization must remit the student protection fee to the Minister within fifteen (15) days of commencement of training. After that period, the student protection fees are non-refundable*."

1. Notice of Withdrawal:
    a. Students who have decided to withdraw from the program must officially do so in writing and deliver such notice to the OLS Academy Director.
2. Tuition Installments:
    a. Tuition is paid in two installments to OLS Academy:
        i. 50% of tuition is paid on Day 1 of Term 1
            i. The 1% Student Protection Fee is also charged at this time
        ii. 50% of tuition is paid on Day 1 of Term 2
3. Refund of Fees Paid:
    a. Should OLS Academy receive notice of a student withdrawal prior to 4:30 pm on Day 10 of a given term, fees collected for that term will be returned to the student (less the cost of textbooks, uniforms, personal equipment purchased, and the First Responder course fees.
    b. Should OLS Academy receive notice of a student withdrawal later than 4:30 pm on Day 10 of a given term, fees collected for that term will not be returned to the student
    c. No refund will be issued for textbooks, uniforms, personal equipment purchased, and the First Responder course fees.
4. Student Protection Fee:
    a. By law, OLS Academy must remit a Student protection Fee to the Minister of Post-Secondary Training and Labour. This fee is added to the total tuition and equates to 1% of the total tuition before HST. This fee is refundable to the student within 15 days of the commencement of the program, should the student withdraw.

OLS ACADEMY

Policy No.: 2122-17.2	Policy Title: **Quality Assurance Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To ensure the continuous improvement of academic programs, services, policies, procedures, and course documents, while maintaining high standards of quality, fairness, consistency, and regulatory compliance across all instructional, evaluative, and administrative processes.

Policy:

Quality is of utmost importance at OLS Academy and as such, OLS Academy's Primary Care Paramedic program will be subject to a rigorous, continual quality assurance process. To ensure quality, a program review process has been developed.

Program faculty will implement quality assurance mechanisms to ensure adherence to standards, requirements, and best practices in program development, delivery, evaluation, and review.

The administration of the Primary Care Paramedic Program Quality Assurance process will endeavor to monitor the following:

- Attainment of learning objectives
- Opportunities for curricular and evaluative improvements
- Overall delivery of the program and other support services
- The sufficiency of resources to support delivery
- The attainment of external validation (Licensing, accreditation, employability, etc.)
- Student, graduate, industry, and employer satisfaction

The process by which the above areas of focus will be monitored will be multi-pronged. Program faculty and administration will utilize the following methods for identifying opportunities for quality improvement:

1. **Program Advisory Committee**

   The Program Advisory Committee will provide an ongoing exchange of information between stakeholders and OLS Academy to update, promote, assess and advise on the development, maintenance and renewal of the Primary Care Paramedic program.
   The establishment of the Primary Care Paramedic Program Advisory Committee creates a link between OLS Academy and the various stakeholders that will enable program administrators to identify opportunities to improve upon the following:
   - Curricula
   - Program delivery methods
   - Student, graduate, industry, and employer satisfaction

2. **Monthly Student Satisfaction Meetings:**

   Once a month, program faculty will meet to discuss program delivery. A student representative from each Lab Group will have time to express student perspectives and concerns. These meetings will serve to highlight opportunities for improvement in the following areas:

   - Attainment of learning objectives
   - Student satisfaction and well-being
   - Announcements

3. **Stakeholder Surveys**

   Stakeholder input and feedback is a crucial and valued asset to the continuous Quality Assurance process. Not only will program stakeholders be given an opportunity to guide and shape OLS Academy's Primary Care Paramedic program through their participation in Program Advisory Committee meetings but they will also be surveyed for outcome data such as, but not limited to the following:

   - Student participation and engagement in the clinical environment
   - Student participation and engagement during preceptorship
   - Licensing exam results
   - Graduate hiring rates amongst local operating companies
   - Employer satisfaction

4. **Evaluation and Assessment Quality Review**

   To ensure fairness, consistency, and alignment with learning objectives, OLS Academy employs a structured evaluation review process as outlined in *SOP: Quality Assurance 2223-22.*

Information gained from each of these processes will be reviewed by Academy administration, actioned where immediate intervention is required, and presented for Program Advisory Committee consideration and advice when appropriate.

Policy Review and Amendment:

As part of its continual quality assurance and program review processes, OLS Academy may introduce, amend, rescind, or replace policies, procedures, and course documents from time to time where reasonably necessary for academic, operational, regulatory, safety, or legal purposes. Unless otherwise stated, such changes take effect prospectively from the stated effective date.

Policy changes will not be applied retroactively where doing so would unfairly prejudice a student's accrued rights, ongoing appeal, or current academic standing, except where required by law, accreditation, or immediate safety considerations.

OLS ACADEMY

Policy No.: 2122-18.1	Policy Title: **Program Advisory Committee Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To guide the formation and operation of the Program Advisory Committee, ensuring stakeholder involvement in program development and evaluation.

Policy:

OLS Academy is committed to the success of all its students and the continuous growth and improvement of its Primary Care Paramedic program. This policy is designed to guide the collection of relevant stakeholder input and educational program performance data for continuous quality improvement purposes.

Mandate

The Program Advisory Committee will provide an ongoing exchange of information between stakeholders and OLS Academy to update, promote, assess and advise on the development, maintenance and renewal of the Primary Care Paramedic program.

Procedure

1. **Membership**

- Candidates for membership on The Primary Care Paramedic Program Advisory Committee will be identified through referrals, or invitation by the Academy Director (or designate).
- The term for committee members will be three years, renewable once.
- Renewal of a member's term will be determined by the Academy Director (or designate) and the Program Advisory Committee Chair.
- Advisory committee membership will consist of a cross-section of individuals who have direct interest in, and a diversity of experience and expertise related to the formative education of Primary Care Paramedic students. Sought after committee members will include but not be limited to representative members of the following stakeholder groups:
    - Local operating companies
    - Health authority
    - Long-term care home
    - Current student body
    - Recent graduates (after 1st year)
    - Fitness industry
    - Regulatory body
    - Faculty
    - Allied professionals
- Committee membership is on a volunteer basis and as such, members will not be remunerated for participation.

- The Program Advisory Committee will have a minimum of 6 members. All appointed members will have voting privileges. A quorum for motions and resolutions will be represented through a clear majority of voting members (50 percent plus one). Voting can be conducted electronically, when appropriate.
- Program Advisory Committee members who perceive that their private or personal interests' conflict or have the potential to conflict with an issue under discussion at a Program Advisory Committee meeting will have an obligation to excuse themselves from the discussion and to abstain from voting on the specific issue.

2. Advisory Committee Chair

- The Program Advisory Committee will be chaired by an Academy designate.

3. Orientation and Engagement

- New Program Advisory Committee members will be provided with this policy.
- The Academy Director (or designate) will review the membership and engagement of the Program Advisory Committee members on an annual basis. Required updates to the membership or re-engagement strategies will be implemented as appropriate.

4. Meetings

- Program Advisory Committee meetings will take place at least two times per year and will be run according to conventional rules of order.
- The Academy Director (or designate) will draft meeting agendas for approval by the Program Advisory Committee Chair. The Program Advisory Committee Chair will provide leadership to the committee and preside over all meetings.
- Minutes of meetings will be taken by an OLS Academy team member. Approved meeting minutes will be distributed within two weeks of each meeting to Program Advisory Committee members, and students in attendance. Minutes will be filed and stored onsite.
- The Academy Director (or designate) will be responsible for actioning requests and recommendations arising from Program Advisory Committee meetings.

OLS ACADEMY

Policy No.: 2122-19.1	Policy Title: **Incident Reporting Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To establish a system for reporting and addressing incidents, promoting safety and accountability within the academy.

Policy:

OLS Academy's senior management team takes the health and well-being of its faculty and students seriously and as such, endeavors to create an environment of "Safety First." As a part of this endeavor, an incident reporting system has been put in place that is not only in step with guidelines set forth in the New Brunswick Occupational Health & Safety Act, but it also extends to students and visitors.

This policy will help to assure proper communication, reporting and investigation following any incident occurring at the Academy. All incidents resulting in harm to a faculty member, student or visitor will be thoroughly investigated, ensuring opportunities to effect change to prevent reoccurrence are taken. All OLS Academy employees are responsible for ensuring that all incidents, involving themselves, their students or guests are reported according to this policy.

Reporting

In the event that an incident has occurred, and a person is disabled from performing his or her usual work or requires medical attention, or has been grieved by another, the following must be undertaken as soon as possible but at the latest, within 24 hours of the incident occurrence:

Faculty/Staff	Student/Visitor
1. A senior management team member must be notified immediately	1. A faculty member or senior management team member must be notified immediately
2. All incidents must be reported using the OLS Academy Incident / Action Reporting Form located at the front office	2. All incidents must be reported using the OLS Academy Incident / Action Reporting Form located at the front office

Emergent Situations

In any case of the following or any condition deemed as threatening to life or limb, the priority is to obtain prompt treatment for the individual(s) involved:

- an injury that places life in jeopardy,
- produces unconsciousness,
- substantial loss of blood,
- involves a fracture of a bone,
- loss of sight in an eye,
- burns to a major portion of the body

After appropriate treatment has been rendered, the incident manager (responder) should ensure that the OLS Academy Incident / Action Reporting Form is completed.

Remediation

Administration shall review any incidents at the next Quarterly QA meeting or Biweekly Management Meeting. The circumstances of the incident will be carefully considered, and recommendations will be made for preventive measures.

Off-site Incidents

Any incident taking place during the course of Academy-sponsored off-site activities shall be promptly investigated by the appropriate area supervisor and an OLS Academy Incident / Action Reporting Form shall be completed. In the case of a critical injury or incident, a member of the senior management team shall be immediately informed. A copy of the report shall be sent to a member of the senior management team as soon as possible.

OLS ACADEMY

Policy No.: 2122-20.1	**Policy Title:** Needlestick Policy
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To ensure a safe environment by providing guidelines and procedures for reporting and managing needlestick injuries.

Policy:

At OLS Academy, the faculty and staff are acutely aware of the level of risk that inherently exists with tasks performed by Paramedics and taught to Paramedic students. Naturally, these risks are amplified in the formative learning environment and as such an added level of due care and consideration needs to be given to the prevention strategies.

One particular mishap that carries a high level of risk for short and long-term (disease transmission) health implications is the needlestick. Many professions are faced with this risk. However, Paramedics face an added layer of risk in the performance of tasks requiring the use of a sharp in that, they are often expected to perform theses tasks in uncontrolled environments and at times, in a moving vehicle. All the more reason to instill strong prevention habits early and to have a response guided process in place to help give the students and faculty the tools to safely deal with the incident in the unfortunate event that a needlestick does occur.

Prevention

Whenever possible, prevention of an injury is most desirable. The following best practices for safe handling of sharps will strongly be adhered to by all faculty and students.

1. Any patient or simulated patient expected to undergo a procedure (real or simulated) dealing with a sharp, should be assessed for calmness and compliance. Further to that, the patient should be coached to remain calm and still throughout the procedure.
2. Individuals performing a skill requiring the use of a sharp (needle and syringe, IV needle and catheter) will be expected to adequately prepare for the skill and have everything needed to perform the skill (in its entirety) within arm's reach while performance of the skill is underway
3. Always wear gloves when handling potential biohazardous material and equipment including sharps
4. When required to re-cap a needle, use the one-handed needle recapping method
5. Do not recap a used needle. As with all sharps, immediately discard the used needle and attached syringe in a designated sharps container
6. Seal and dispose of sharps containers when they are no more than ¾ full. Sealed sharps containers should be disposed of by a contracted third party that specializes in the removal and disposal of full sharps containers.

Management

1. Allow the wound to bleed freely, “milking” the wound if possible
2. Wash the puncture site liberally with soap and water
3. For any mucosal areas less accepting of soapy water, rinse immediately and thoroughly using water or a saline solution
4. If the potential exists that the sharp had been contaminated, immediately report to a hospital to be assessed.

Reporting

If a needlestick has occurred, faculty members will be expected to adhere to the following reporting guidelines:

1. Once First Aid has been rendered, notify a member of the senior management team
2. If the needlestick has the potential for having exposed the injured party to a pathogen, please complete the Incident / Action Reporting Form after or during the hospital visit for assessment. Completion of the form is not to delay progress to the hospital.
3. If the needlestick does not have the potential for having exposed the injured party to a pathogen, an Incident / Action Reporting Form will be completed within 24 hours of the incident occurrence.

OLS ACADEMY

Policy No.: 2122-21.1	**Policy Title:** **Fire Safety Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To ensure regular inspections of Academy facilities and fire safety equipment and to make all Academy students aware of fire incident procedures.

Policy:

OLS Academy senior management team members are responsible for regular inspections of Academy facilities and fire safety equipment (i.e., fire extinguishers) as well as ensuring all Academy students are aware of fire incident procedures. An easily accessible copy of the plan will be available to all in the kitchen common area.

OLS Academy senior management team members are responsible for developing and updating the OLS Academy fire evacuation plan. Students, faculty, and staff are responsible for orienting themselves to the facilities they use, for making themselves aware of the posted evacuation plans for the building, for conducting activities in the safest possible manner and for adhering to the fire safety policies.

Prevention

The following fire prevention strategies must be maintained at all times when in OLS Academy facilities:

- The use of an open flame is strictly prohibited unless pre-approved for a temporary exemption by a member of the senior management team
- The use of pyrotechnics, including fireworks, is prohibited with no exception
- Building light bulbs shall not be replaced with any bulb other than those provided by the facilities manager
- Room switches and outlets shall not be modified.
- The use of electrical space heaters is strictly prohibited by the Academy building management team.
- Natural holiday trees and resinous greenery are prohibited for use as holiday decorations
- Artificial holiday trees or other decorations must be flame proof.
- All lighting used on artificial holiday trees must be safety approved and be checked annually for frayed wires, loose connections, and broken sockets.
- Lighting on artificial holiday trees and other decorations must be disconnected at night or when the area is expected to be vacant for a prolonged period of time.

Procedure

When the fire alarm sounds, OLS Academy students, faculty, and staff **must evacuate the building** using the nearest exit or the exit farthest from the fire. They are not to re-enter the building until authorized by a member of the senior management team. In the event of a fire:

- Close all windows and doors, if possible, prior to leaving the room
- Evacuate the building. Activate the fire alarm system on your way out if possible.
- Muster on the sidewalk in front of the adjacent Robertson building.
- Call 9-1-1 to report the incident.
- Perform a headcount and report any missing individuals to the responding fire crew.

OLS ACADEMY

Policy No.: 2122-22.1	**Policy Title:** **Accommodation Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose

To provide equitable access to the educational experience and foster a fair, respectful, and inclusive environment for all students through reasonable accommodation, where appropriate.

Policy

OLS Academy is committed to providing equitable access to the educational experience and to fostering a fair and respectful environment for all students. The Academy recognizes that accommodations may be necessary to reduce or remove barriers that could prevent a student from having equitable access to the program.

Accommodation is intended to support a student's ability to access the educational experience and demonstrate required learning outcomes. Accommodation does not lower academic, practical, clinical, preceptorship, professional, safety, or competency standards. Students receiving accommodation remain responsible for meeting the essential requirements, learning outcomes, participation expectations, professionalism standards, safety requirements, and competency requirements of the program.

Accommodation does not guarantee success, does not provide an academic advantage, and does not exempt a student from required evaluations, skill performance, attendance requirements, clinical or preceptorship expectations, professionalism expectations, safety requirements, or program progression standards.

OLS Academy will consider accommodation requests on an individualized basis. The Academy will provide reasonable accommodation where appropriate but is not required to provide the student's preferred accommodation where another reasonable accommodation would appropriately address the identified barrier.

Because OLS Academy programs include safety-sensitive classroom, lab, clinical, and preceptorship activities, accommodation decisions must consider student safety, patient safety, public safety, occupational requirements, placement requirements, and the essential competencies of the program.

Examples of Accommodation

To provide equitable opportunity to access the educational experience and demonstrate required learning outcomes, accommodations may include, but are not limited to, the following, where appropriate and approved by OLS Academy:

- A quiet or private space for breastfeeding or lactation-related needs;
- A quiet or reduced-distraction space for written evaluations;
- Additional time during written evaluations;
- Other reasonable supports or adjustments that reduce or remove barriers without altering essential program requirements.

The availability of a particular accommodation will depend on the student's individual circumstances, the identified barrier, the educational context, safety considerations, program requirements, and whether the accommodation can be provided without undue hardship.

Needs Identification and Accommodation Requests

OLS Academy will endeavor to identify and support students with potential accommodation needs in a timely and respectful manner.

Students may be identified or may request accommodation through the following methods:

1. On Day 1 of the program, students are encouraged to self-identify and provide early disclosure of any accommodation needs.
2. A student may request accommodation at any time during the program where a need arises or becomes known.
3. Where it becomes evident that a student may require accommodation, OLS Academy may take a proactive and private approach by speaking with the student about available support options.
4. Where a student has not disclosed a disability or need because they have not yet been diagnosed or formally assessed, OLS Academy may privately speak with the student and, where appropriate, encourage the student to seek guidance from an appropriate qualified professional.

Students requesting accommodation are expected to notify OLS Academy as soon as reasonably possible. Early disclosure is strongly encouraged, as some accommodations require time to review, arrange, implement, or coordinate with external placement partners.

Documentation

OLS Academy will require supporting documentation to assess an accommodation request and determine appropriate accommodation measures.

OLS Academy may request information sufficient to understand the student's functional limitations, restrictions, capabilities, and accommodation needs. Students are not normally required to disclose a specific diagnosis unless that information is reasonably necessary to assess the accommodation request.

Supporting documentation may include information from a qualified health professional, specialist, or other appropriate professional, depending on the nature of the accommodation request.

Failure to provide reasonably required documentation may delay or limit OLS Academy's ability to assess or implement accommodation.

Accommodation Process

The accommodation process will normally include the following steps:

1. The student identifies the need for accommodation or OLS Academy identifies a potential need for support.
2. The student provides relevant information and supporting documentation, where requested.
3. OLS Academy reviews the request on an individualized basis.
4. OLS Academy consults with the student, and where appropriate, relevant faculty, staff, or placement partners.
5. OLS Academy determines what reasonable accommodation, if any, can be provided.
6. Approved accommodations are documented and communicated to those who need to know in order to implement the accommodation.
7. Accommodation plans may be reviewed, modified, or discontinued where circumstances change, where the accommodation is no longer required, or where the student does not participate appropriately in the process.

Limitations

OLS Academy will endeavor to accommodate students with unique needs where possible. However, the Academy recognizes that there may be barriers and limits to what accommodations can take place in various phases of the program.

Accommodation may be limited where:

- The accommodation would create undue hardship;
- The accommodation would fundamentally alter program requirements;
- The accommodation would exempt the student from demonstrating required competency;
- The accommodation would compromise student safety, patient safety, public safety, or the safety of others;
- The accommodation would prevent valid assessment of required knowledge, skills, judgment, professionalism, or competence;
- The accommodation is not operationally feasible within the classroom, lab, clinical, preceptorship, or placement setting;

- External ambulance preceptorship, clinical practicum, or placement providers are subject to overriding limitations, restrictions, policies, safety requirements, or operational constraints.

In the interest of preserving the integrity of the program, OLS Academy shall not implement accommodations that fundamentally alter the program, remove essential requirements, or exempt a student from the requirement to demonstrate competency in the subject matter.

Student Rights and Responsibilities

Students receiving accommodation have the right to equitable access, respectful treatment, and confidentiality to the greatest extent possible.

Students receiving accommodation remain responsible for:

- Meeting the essential requirements of the academic program;
- Demonstrating required knowledge, skills, judgment, professionalism, safety, and competence;
- Participating fully in the accommodation process;
- Providing relevant information and documentation where reasonably required;
- Communicating changes in their needs or circumstances as soon as reasonably possible;
- Using approved accommodations appropriately;
- Continuing to meet attendance, evaluation, clinical, preceptorship, professionalism, and program progression requirements.

OLS Academy shall not deny an accommodation request solely on the basis that the student may not be able to access the same accommodation in the workforce or find related employment.

OLS Academy will work with the student through the accommodation process and will share responsibility with the student to identify and address potential barriers to successful program completion.

Students requiring accommodation are expected to participate fully in the accommodation process. Failure to participate, failure to provide reasonably required documentation, or failure to use approved accommodations appropriately may result in delay, modification, or discontinuation of accommodation-related support.

OLS ACADEMY

Policy No.: 2122-23.6	**Policy Title:** **Admissions Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To outline the criteria and procedures for the admission of students to OLS Academy.

Policy:

OLS Academy is committed to providing candidates with access to a transparent, objective, consistent, and fair selection process. The Academy's objective for our selection process is to identify candidates who possess the necessary education, skills, attributes, and experience, which would indicate a high likelihood of success in our program.

Selection Process:

Candidates are provided information regarding the selection process and all prerequisites, as outlined in *SOP: Selection Process.*

Candidates are provided with two admissions pathways, each consisting of three phases. The Pre-Selection Phase, the Selection Phase, and the Offer of Acceptance Phase. The primary admission pathway is the Traditional Admissions Pathway. Should the candidate be 21 years of age or older at the time of application submission and not meet the requirements as outlined in the Traditional Admissions Pathway, their eligibility to enter the Mature Student Pathway will be assessed by a member of the admissions team.

Phase 1 – Pre-Selection:

Traditional Admissions Pathway:

- Be at least 18 years at the time of admission.
- Proof of High School Diploma or equivalent:
    - If the candidate is currently in Grade 12, a letter from the school stating that they are a student in good standing, is required.
- Official transcript demonstrating Grade 11 or 12 level coursework with a final grade of 65% or higher in each required subject, including:
    - Science
        - Biology or Chemistry is preferred.
    - English
    - Math

- Proof of a valid driver's license or government issued I.D:
    - Candidates must be eligible to obtain a Class 4 driver's license by program completion.
- Criminal Record Check with Vulnerable Sector Check, that is valid within the past 30 days:
    - Candidates with findings that may impact fitness to practice, or regulatory eligibility may be reviewed through a pre-admission referral process, in accordance with regulatory requirements.
- Complete the Pre-Selection Package:
    - The Candidate Information Form
    - The Pre-Selection Self-Interview Questionnaire
    - The Professional Reference Form

Mature Student Pathway:

A Mature Student is a candidate who:

- Is at least 21 years of age at the time of application submission AND
- DOES NOT meet the admission requirements for direct acceptance via the traditional admissions pathway

The eligibility for Mature Students will be evaluated on a case-by-case basis, with the following taken into consideration:

- Work experience
- Faculty Interview results
- Comportment
- Results on the Candidate Suitability Test (CaST)

Candidates pursuing the Mature Student Pathway to admission, must submit:

- Proof of High School Diploma or equivalent
- Resume with Cover Letter
- Proof of a valid driver's license or government issued I.D:
    - Candidates must be eligible to obtain a Class 4 driver's license by program completion.
- Criminal Record Check with Vulnerable Sector Check, that is valid within the past 30 days:
    - Candidates with findings that may impact fitness to practice, or regulatory eligibility may be reviewed through a pre-admission referral process, in accordance with regulatory requirements.
- Complete the Pre-Selection Package:
    - The Candidate Information Form
    - The Pre-Selection Self-Interview Questionnaire
    - The Professional Reference Form

Phase 2 – Selection:

Once all pre-selection requirements have been met, the candidate will enter into phase 2 of the admissions process. During phase 2, the candidate will complete an interview with member(s) of the faculty. This interview will be hosted virtually or in-person, based on need. In addition to the Faculty Interview, candidates enrolling via the *Mature Student Pathway,* will also complete an in-class writing of the Candidate Suitability Test. (CaST) The candidate must achieve a minimum average of 65% in all evaluated domains to achieve a successful outcome on the CaST.
The Academy may move a candidate to Phase 2 of the process, despite not receiving the prerequisites in full.

Cases where this is permitted will be:

- When an applicant is awaiting a final mark in a course or completing academic upgrading.

All other prerequisite items must be received, prior to an invite being issued to attend selection.

Phase 3 – Offer of Acceptance:

Should the candidate achieve success in the selection process, they will be provided an offer of acceptance. In some cases, this offer will be conditional until the Academy receives all outstanding pre-selection items. In this case, the candidate will be provided with a deadline to submit the items. Should the candidate not submit the items by the established deadline, the offer will be revoked. Otherwise, candidates will be granted admission into the program, based on the process outlined in *SOP: Selection Process.*

Regardless of the admission pathway, once granted acceptance, all OLS Academy Student Paramedics must submit the following items prior to the start of Term 3:

- Immunization Record or Proof of Immunity to:
  - MMR (Measles, Mumps, Rubella)
  - Pertussis (Whooping Cough)
  - Tetanus
  - Diphtheria
  - Hepatitis B
  - Varicella
- Proof of two-step Tuberculosis (TB) screening
- Proof of Hepatitis C screening

Vaccination and proof-of-immunity requirements are mandatory for participation in clinical and practicum placements. Additional fees incurred to obtain prerequisite items (e.g., Criminal Record Checks) remain the responsibility of the candidate.

Criminal Record Check Review & Fitness-to-Practice Assessment:

All applicants are required to submit a Criminal Record Check with Vulnerable Sector Check as part of the admissions process.

The presence of findings on a Criminal Record Check does not automatically preclude admission to OLS Academy. Where findings are identified that may reasonably impact fitness to practise, public safety, or future regulatory eligibility, the Academy will conduct a pre-admission review.

This review process may include:

- Providing the applicant an opportunity to submit additional information or context
- Assessing the nature, relevance, and recency of the findings
- Considering patterns of behaviour, evidence of rehabilitation, and alignment with the professional expectations of paramedicine
- Evaluating potential impact on clinical placement eligibility and future registration

Admissions decisions in these cases are made by designated Academy leadership and are applied consistently and objectively.

Where the implications of a criminal record on future registration are unclear, the Academy may, at its discretion, refer the matter to the applicable regulatory body for guidance prior to admission.

The outcome of the review and supporting rationale will be documented, and all information will be handled in accordance with applicable privacy and confidentiality requirements.

Program Cancelation:

Should a minimum number of students not be admitted for an academic year, the Academy, at their discretion, may opt to cancel the program. In such cases, program personnel will notify each admitted student and refund any fees paid to date.

Students who had been admitted into the canceled program, will be presented the option to have their admission automatically transferred into the next available program date.

OLS ACADEMY

Policy No.: 2122-24.0	**Policy Title:** **Anti-Discrimination Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To ensure a learning environment free from discrimination and harassment, promoting equality and respect for all.

Policy:

A violation of the Anti-Discrimination Policy is a Level 2 or 3 violation. (As outlined in *Disciplinary Policy*)

OLS Academy is committed to ensuring that its learning environment promotes respectful and discrimination-free treatment of all students and staff. Any behavior determined to constitute discrimination will be viewed as neither complimentary nor humorous and will be subject to disciplinary action.

For the purposes of this policy, discrimination constitutes the differential treatment or undue attention paid to individual(s) based on:

- Race
- Family lineage
- Origin of birth
- Citizenship
- Religious beliefs
- Sex
- Sexual orientation
- Gender identity
- Disability

If a student believes that they have been a victim of discrimination, they should provide a detailed written complaint to the Academy Director as soon as possible after the incident(s). If it is determined that discrimination did occur, action will be taken in accordance with the circumstances involved.

Any administrator, faculty member, staff member or student determined by this investigation to be responsible for discrimination will be subject to appropriate disciplinary action, up to and including dismissal.

OLS ACADEMY

Policy No.: 2122-25.3	**Policy Title:** **Appeals Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To establish a fair, consistent, and timely process for the review and resolution of student appeals.

Policy:

A student may appeal a decision only where they identify recognized grounds for appeal and provide sufficient particulars to support those grounds.

Recognized grounds for appeal include:

- procedural unfairness;
- misapplication or inconsistent application of Academy policy, course requirements, or evaluation standards;
- material factual error;
- bias or reasonable apprehension of bias; and
- significant new information that was not reasonably available at the time of the original decision.

The following do not, on their own, constitute valid grounds for appeal:

- dissatisfaction with a grade, result, or consequence;
- disagreement with academic judgment alone;
- a request for another opportunity without a demonstrated reviewable error; and
- information that was available earlier but was not raised at the appropriate time.

The onus is on the student to show that the original decision may have been unjust, unreasonable, procedurally unfair, based on material error, or inconsistent with Academy policy.

Academic judgment, including the assessment of competence, will not be overturned in the absence of procedural unfairness, material factual error, bias, or misapplication of published standards or policy.

A student is entitled to two internal levels of appeal only**:**

- the first level of appeal to the original decision-maker; and
- one further level of appeal to the next designated internal authority.

No further internal appeal will be heard after the second level of appeal has been decided.

Procedure:

Level 1 Appeal:

The student must first submit an appeal to the faculty member, staff member, coordinator, manager, Academy Director, or other Academy representative who made the original decision.

The Level 1 Appeal must be submitted within 7 calendar days of the decision or of the student becoming aware of the issue giving rise to the appeal.

The Level 1 Appeal must include:

- the decision being appealed;
- the date of the decision;
- the grounds for appeal;
- the facts and circumstances relied upon;
- the remedy requested; and
- any supporting documentation.

If the Level 1 Appeal is incomplete, unclear, or does not identify recognized grounds for appeal, the Academy may require the student to correct the deficiency before the matter proceeds.

A procedurally complete Level 1 Appeal will not proceed where the student fails to establish an arguable basis on recognized grounds for appeal.

The Level 1 Appeal will be reviewed on the written record only. No meeting or oral hearing will occur at this stage. The decision-maker may request additional written information or documentation where necessary.

Following review, the Level 1 decision-maker may:

- dismiss the appeal; or
- grant the appeal in whole or in part, and confirm, vary, or set aside the original decision.

A written decision will normally be issued within 10 business days.

Level 2 Appeal:

A student who wishes to appeal further may submit a Level 2 Appeal within 7 calendar days of the written Level 1 Appeal decision.

A Level 2 Appeal must:

- identify the Level 1 Appeal decision being challenged;
- state the grounds for further appeal; and
- explain why the Level 1 Appeal decision is alleged to be unjust, unreasonable, procedurally unfair, based on material error, or inconsistent with Academy policy.

A Level 2 Appeal will normally be determined on the written record that was before the Level 1 decision-maker.

A student is expected to present all relevant grounds, facts, and supporting documentation at Level 1. Level 2 is not an opportunity to introduce new documentation or information that could reasonably have been provided earlier.

New documentation or information will only be considered at Level 2 where the student establishes that it is significant and was not reasonably available at the time of the Level 1 Appeal. Where such information is accepted, the Level 2 decision-maker will normally return the matter to the Level 1 decision-maker for reconsideration considering that information.

If a Level 2 Appeal is incomplete, unclear, or does not identify recognized grounds for appeal, the Academy may require the student to correct the deficiency before the matter proceeds.

A procedurally complete Level 2 Appeal will not proceed where the student fails to establish an arguable basis on recognized grounds for appeal.

The Level 2 Appeal will be reviewed on the written record only. No meeting or oral hearing will occur at this stage. The Level 2 decision-maker may request additional written information or documentation where necessary.

Following review, the Level 2 decision-maker may:

- dismiss the appeal;
- grant the appeal in whole or in part, and confirm, vary, or set aside the original decision;
- return the matter to the Level 1 decision-maker for reconsideration in light of significant new information accepted under this policy; or
- where the Appeals Committee is the Level 2 decision-maker, issue any other remedy consistent with Academy policy.

A written decision will normally be issued within 10 business days.

The Level 2 Appeal decision is final within OLS Academy.

Designated Internal Authorities:

The second level of appeal will be determined by the position of the original decision-maker.

The following appeal sequence will normally apply:

- **Faculty member / Instructor / Lab Facilitator / Staff member / Manager decision:**
  - Level 1 Appeal: original decision-maker
  - Level 2 Appeal: Academy Director
- **Academy Director decision:**
  - Level 1 Appeal: Academy Director
  - Level 2 Appeal: Appeals Committee
- **Appeals Committee decision:**
  - No further internal appeal

Where uncertainty exists regarding the appropriate Level 2 decision-maker, OLS Academy will determine the appropriate appeal route based on the nature of the original decision and the Academy's reporting structure.

Appeals Committee:

Where the Appeals Committee serves as the Level 2 decision-maker, it will normally consist of:

- a Chairperson who has had no prior substantive involvement in the matter under appeal;
- one Academy representative with relevant subject matter knowledge who has had no prior substantive involvement in the matter under appeal; and
- one external or independent representative designated by the Academy who has had no prior substantive involvement in the matter under appeal.

No person shall sit on the Appeals Committee where they:

- had prior substantive involvement in the matter under appeal;
- participated in the original decision;
- participated in the Level 1 Appeal as a substantive decision-maker;
- taught, assessed, supervised, or directly managed the student in relation to the matter under appeal; or
- have a conflict of interest or a reasonable apprehension of bias.

Interim Status During Appeal:

The filing of an appeal does not automatically stay the original decision.

Where the original decision involved suspension, dismissal, or student exit, the student will not participate fully in Academy activities unless authorized in writing pending the outcome of the appeal.

External Concerns:

Students may also raise concerns with the appropriate provincial regulatory authority where permitted by law or applicable regulation.

OLS ACADEMY

Policy No.: 2122-26.4	Policy Title: Grading Policy
Effective Date: July 2022	Latest Review Date: July 2026

Purpose:

To establish a consistent and fair grading system that accurately reflects student performance and achievements.

Policy:

In an effort to ensure objective and fair grading practices, OLS Academy has created a standardized grading practice. This Grading Policy explains and defines student grades.

Final grades for each course are expressed as a numerical (percentage) value. The passing grade for all courses that are not a pass/fail (i.e., ambulance preceptorship), will be **70%**. Grades resulting in a percentage point of 0.5 will be rounded up to the nearest full percentage. All final grades are submitted to the Registrar who will issue grade reports. Grades are not released to students whose tuition or other fees due to OLS Academy are in arrears.

Supplemental:

A student may be given an opportunity to improve a failing grade through an examination rewrite, practical scenario retest, or extension of the ambulance preceptorship or clinical phase.

- Examination rewrite: Each student will be granted a total of 3 examination rewrites per term. Students receiving a failing grade on a written evaluation, may opt to use 1 of the 3 rewrites to improve the undesired results.
  (*Note: The 3 rewrites are a maximum total for the term. Students will not have 3 rewrites per course.)
  - Should a passing grade be achieved on the rewrite, the student will be awarded a 70% for that evaluation
  - Should the student fail the second attempt, the higher of the two grades will be taken as the grade for that examination.
  - Should, upon receipt of the failing grade, the student decides not to rewrite, no further opportunities to rewrite the failed examination will be provided.

- Clinical Practicum & Ambulance Preceptorship completion: The student is deemed to have successfully completed Term 3 once all of the following have occurred:
    - The student has completed the required number of attendance hours
    - The student has successfully attained signoffs for all the required competencies in the appropriate performance environment or higher.
    - The student has attained the required outcomes in each practice domain as outlined in the *Comprehensive Competence Rubric. (CCR)*

Supplemental opportunities are awarded at the discretion of the faculty. Students may appeal the decision to not grant supplemental opportunities via the appeal process.

Grading Procedures:

Final course grades are submitted by the faculty to the Registrar electronically and are then issued in an electronic format to the student. Hard copies of grades will be made available to the students upon request. A student who receives a failing final grade in a course will be notified within one (1) working day of receipt of final grades by the Registrar.

It is the student's responsibility to discuss any discrepancy regarding final marks with the course instructor immediately upon receipt of the marks. If the student and instructor are not able to resolve the disputed course grade, the student may appeal the grade as outlined in the *Grade Appeal Policy.*

Term Progression and Time Limitations:

Each component of each term of study must be successfully completed for the student to progress to the next.

Students are expected to spend the equivalent of at least 12 months in full-time study. If a diploma in Primary Care Paramedicine is not awarded within a period of 15 months from the start of the 12-month program, the student's eligibility for the diploma will be terminated.

Graduation Requirements:

Students must successfully complete all didactic, practical, preceptorship, and clinical practicum components of the program to graduate.

OLS ACADEMY

Policy No.: 2122-27.2	**Policy Title:** **Needs Assessment & Remediation Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To identify student needs and provide appropriate remediation for support in the practical and Term 3 environments.

Policy:

In the spirit of being proactive in the support of student needs in the practical, and Term 3 environments, a process (*SOP Needs Assessment / Remediation*) has been developed to help students experiencing challenges as it relates to program standards. OLS Academy has developed this *Needs Assessment & Remediation Policy* to guide this process and its use.

Students participate in formative and summative evaluations regularly throughout the academic year. These evaluations occur in the class, in the lab, during the ambulance preceptorship, and the clinical practicum. It is following any one of these evaluations or following a string of evaluations where a potential gap in a student's skills or knowledge has been identified, that a needs assessment and subsequent remediation plan may be triggered.

Coaching:

At any time during a student's formative education or following a formative or summative evaluation, a minor gap or "teachable moment" may be identified. At the discretion of the evaluator(s), verbal coaching on correct performance may serve in the interest of the student's success more than a more comprehensive intervention such as the creation of needs assessment and subsequent remediation and learning action plan.

Triggers:

A needs assessment, remediation, and/or the creation of a learning action plan may be triggered following an academic review, or as a result of identified areas for improvement during a formative or summative evaluation.

Needs Assessment:

Following a formative or summative evaluation, should deficiencies be noted, the Program will perform a needs assessment. This can include a review of student evaluation outcomes, and/or feedback from Instructors/Preceptors, and/or an in-class session to determine needs.

Remediation:

Remediation is intended to support students, so that they can overcome the obstacles they are facing. It typically involves but is not limited to in-class remediation session(s) or remedial work that is completed in the practicum setting with the student's assigned Preceptor.

Learning Action Plan:

Following remediation, students may be assigned a Learning Action Plan. These plans can include recommendations for further support such as external tutoring, external defensive driving courses, counselling, or an academic pause. Learning Action Plans can include defined periods of time in which certain outcomes must be attained by the student. These plans are created in close collaboration with Administration, Faculty, and the student.

Feedback Forms:

Feedback Forms can be completed and reviewed with students when a student has performed in a manner that is not consistent with expectations for that phase of the program and not consistent with the general performance level of the class as a whole. Faculty regularly review student records and when more than 2 formative feedback forms for the same issue have been filed, a meeting is scheduled with the student to discuss potential causes and subsequent action plans (See: *SOP Needs Assessment / Remediation*)

Identified Gaps in Knowledge or Skills Proficiency:

- Focal Remediation: Gaps in a student's performance or knowledge may be specific and singular in focus. In these cases, a focal remediation plan will be offered. The focal remediation plan will concentrate the remedial training specifically on a particular skill or practice domain subject. A generalized needs assessment is not typically warranted in these cases.

- Global Remediation: In the practical environment, when a student shows signs of multiple gaps in knowledge and/or displays difficulty in integrating or performing multiple skills and techniques, a global remediation may be required. In these cases, the student will attend all remedial sessions for each of the practice domains. For the Clinical Practicum and Ambulance Preceptorship, it is difficult to know what gaps have been discovered vs. what gaps have gone undetected to date. For that reason, students showing multiple domains of substandard performance will participate in a "Global Assessment."

    - Global Assessment: A global assessment will involve evaluating the student on a broad range of knowledge, skill, and skills integration parameters. The global assessment may consist of, but not be limited to, the following:
        - Written medication knowledge evaluation
        - Skills stations
        - Simulated practical scenarios
        - Tabletop discussions

OLS ACADEMY

Policy No.: 2122-28.4	Policy Title: **Student Evaluation Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To outline the methods and criteria for evaluating student performance throughout the program.

Policy:

In an effort to ensure objective and fair evaluation practices (see *SOP: Evaluation Procedures*), OLS Academy has created standardized evaluation practices. This *Student Evaluation Policy* outlines student and faculty rights and responsibilities as they relate to student evaluation processes.

Students will participate in formative evaluations regularly throughout the year and summative evaluations at predetermined intervals during the program.

Formative Evaluations

Formative evaluations are used to support student learning, provide feedback, monitor progression, and identify areas requiring improvement. The purpose of formative evaluation is to help both the student and instructor determine how the student is developing in relation to required knowledge, skills, clinical judgment, professionalism, safety, and program outcomes.

Formative evaluations are developmental in nature. They are generally not assigned a numerical grade or point value and, on their own, do not normally result in a student failing a course, term, or program requirement. However, formative evaluations may still be mandatory and may be used as evidence of student progression, competency development, professionalism, and readiness for continued participation in the program.

Formative evaluations may include, but are not limited to:

- question-and-answer sessions;
- practice skills stations;
- competency-based skills assessments;
- formative practical checkpoints;
- gym challenges;
- driving practice challenges;
- feedback following patient encounters during Term 3;
- instructor observations during classroom, lab, clinical, preceptorship, or other program-related activities.

Students are expected to participate fully and professionally in all formative evaluation activities. Students are also expected to respond appropriately to feedback, coaching, remediation, and direction provided by faculty or preceptors.

A single unsuccessful formative evaluation does not, by itself, constitute course or term failure. However, a student may be unsuccessful in a course, term, or program requirement where the student:

- fails to complete required formative evaluation activities;
- fails to achieve all required skills or competencies by the required deadline;
- repeatedly demonstrates foundational gaps in knowledge, skills, judgment, professionalism, or safety;
- fails to demonstrate sufficient improvement after feedback, coaching, or remediation;
- demonstrates performance concerns that raise safety, competency, professionalism, or readiness concerns;
- is unable to meet required course, term, clinical, preceptorship, or program outcomes.

Formative evaluations may be used to inform remediation, learning action plans, academic progression decisions, readiness for summative evaluation, clinical or preceptorship readiness, and other academic decisions.

Although formative evaluations are primarily developmental, formative does not mean optional, and it does not mean consequence-free. Students remain responsible for completing required formative activities, responding to feedback, and demonstrating appropriate progression toward required course and program outcomes.

Summative Evaluations

Summative evaluations are formal evaluations used to determine whether a student has met required learning outcomes, competency standards, or progression requirements at a defined point in the program.

Summative evaluations may carry a numerical grade, pass/fail result, or other formal evaluation outcome. Summative evaluation results may directly affect course completion, term progression, clinical eligibility, preceptorship eligibility, graduation eligibility, or continued participation in the program.

Summative evaluations may include, but are not limited to:

- written tests, quizzes, and examinations;
- graded assignments or projects;
- final course evaluations;
- clinical practicum requirements;
- ambulance preceptorship requirements;
- any evaluation identified by OLS Academy as summative in the course outline, evaluation plan, program documentation, or by faculty direction.

Students must meet the required standard on summative evaluations in accordance with the applicable course outline, grading policy, evaluation policy, clinical or preceptorship requirements, and program progression requirements.

An unsuccessful summative evaluation may result in remediation, reassessment, course failure, term failure, delayed progression, removal from clinical or preceptorship activity, or other academic action, depending on the nature of the evaluation and the applicable course or program requirements.

Summative evaluations are used to make formal academic decisions regarding whether the student has demonstrated the required level of knowledge, skill, judgment, professionalism, safety, and competence for progression.

Student Rights:

OLS Academy recognizes the importance of an impartial and objective process for evaluating student learning. It is an OLS Academy imperative that students are provided equal and fair opportunity to demonstrate their progress in learning, overall grasp of the subject matter, and proficiency with the use and integration of skills. OLS Academy further recognizes that students will enjoy the following rights:

- Students will be made aware of each course's method(s) of summative evaluation.
- Students will be given a course outline that will provide the weights of all summative evaluations.
- Summative evaluations will have sufficient weight to be meaningful for success in a course.
- Students will be evaluated utilizing instruments which demonstrate students' attainment of objectives.
- All evaluations will be designed and ordered in such a way as to facilitate achievement of course objectives.
- Students will participate in formative and summative evaluations and receive regular constructive feedback about the quality of their performance.
- Upon enrollment, students will receive access to the electronic version of the *OLS Academy Policy Manual* which will, in the *Academic Integrity policy,* clearly outline violations to said policy.

The general nature of the evaluations will be provided in the materials given to students at the outset of the program. Students will receive more specific details from the program at the beginning of the term in which the assessment takes place.

Absence:

Students may, from time to time, be faced with an unavoidable absence from class. OLS Academy faculty and administration understand that this can happen. For that reason, students have been granted a certain amount of classes as *forgivable absences* per course. If a student misses a required Formative or Summative Evaluation but has not exceeded the maximum allowable absences (as listed in the applicable Course Outline), the missed evaluation will be rescheduled at a time determined by the Program.

Remediation:

Findings from the above-mentioned evaluations may result in the identification of opportunities for improvement. Some of those instances may simply require support and coaching. However, some instances may require remediation to help the student get back on track. *(See: Needs Assessment & Remediation Policy* & SOP: *Needs Assessment / Remediation.*

OLS ACADEMY

Policy No.: 2122-29.0	Policy Title: **Dispute Resolution Policy**
Effective Date: August 2021	**Latest Review Date:** July 2026

Purpose:

To provide students with a fair and reasonable process to resolve disputes and conflicts.

Policy:

OLS Academy recognizes that, when individuals work in close proximity to one another on a regular basis, the likelihood of disputes and conflicts occurring increases. The OLS Academy *Dispute Resolution Policy* provides the students with an opportunity to resolve disputes in a fair and reasonable manner.

Complaints must be in writing and signed by the complainant. A complaint must be filed with within seven (7) calendar days of the occurrence of the incident or from the date upon which the student became aware of the issue. This is to provide the student and the Academy the opportunity to respond to the issue in a timely manner.

OLS Academy encourages students to discuss issues with a staff member as early as possible to stave off the risk of a situation becoming worse. Should the concern require further investigation and involvement, the staff member will escalate the issue to the Academy Director. The Academy Director will investigate the student's concern and meet with the student to seek a resolution.

Resolution Process

Upon becoming aware of a concern or an objection held by a student, an Academy staff member will encourage an informal resolution. If a student has a concern about another student, the program, workload, or any other classroom related matter, the staff member should encourage the student to meet with the appropriate course instructor. If the matter cannot be resolved, the student is directed to the Academy Director where a formal objection may be filed.

If the concern involves an instructor, the Academy, the facilities, financial matters, an Academy employee, health related matters, or a concern of a serious nature and a formal complaint is warranted, the student should meet directly with the Academy Director. The Academy Director. will meet with the student, discuss the student's concern, and record the concern and the student's desired resolution using an OLS Academy Incident / Action Report Form.

An OLS Academy Incident / Action Report Form will be completed and signed by both the student and the Academy Director as a means of documenting the conversation, concerns, agreements, and/or action to be taken, if any. The OLS Academy Incident / Action Report Form will be filed in the student's administrative file.

If the Academy Director and the student come to a satisfactory resolution during the meeting, the resolution plan is implemented, and the Academy Director will follow up to ensure the resolution plan satisfactorily resolves the concern.

Complaints directly involving the Academy Director, will result in the complaint being investigated by an Academy owner.

If the student is not satisfied with the Academy's decision after the review process, he or she can file a complaint with the Post-secondary Training & Labour department of the New Brunswick government (email: dpetlinfo@gnb.ca, ph.#: (506) 453-2597).

OLS ACADEMY

Policy No.: 2122-30.0	**Policy Title:** **Violence Prevention Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To ensure a safe and secure learning environment by preventing and addressing violence and threats.

Policy:

A violation of the *Violence Prevention Policy* is a Level 2 or 3 violation. (As outlined in *Disciplinary Policy*)

OLS Academy is committed to ensuring that its learning environment is safe and violence-free. As such, through this policy, Academy faculty and staff have taken steps to ensure students may learn and thrive in such an environment. All members of the OLS Academy team share the responsibility for creating and sustaining an environment that is free from Violence.

For the purposes of this policy, violence includes, but is not limited to, the following:

- Using force with the intent to cause harm:
  - physical attacks (fighting)
  - hitting
  - pushing
  - use of a weapon
- Statements or actions which are intended to intimidate, threaten, or cause fear of harm whether expressed or implied
- Statements made verbally or written that communicate an expressed or implied threat of physical or mental harm

Detection and/or Reporting:

All incidences of suspected or witnessed violence must be reported immediately upon detection. The following are the reporting requirements for individuals or groups that become aware of or have strong suspicion that violence has occurred or is imminent.

- Any person aware of imminent danger or personal injury or violence involving weapons or actual violence should call 911 immediately.
- Any person who is witness to violence must report the incident to an Academy faculty or staff member.
- OLS Academy faculty and staff are expected to report any threat or act of violence that they have witnessed, received, or been informed of, to the Academy Director.

- Employees who commit a violent act or threaten to commit a violent act may be subject to disciplinary action, criminal prosecution and/or civil prosecution as appropriate.

Reporting can be done via the OLS Academy Incident / Action Reporting Form or by verbal report to Academy faculty or staff. Incident / Action Reporting Forms will be submitted to the Academy Registrar.

OLS ACADEMY

Policy No.: 2122-31.3	**Policy Title:** **Resource Ratios Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To maintain appropriate student-to-instructor ratios to ensure effective learning and safety.

Policy:

Quality is a key focus in OLS Academy's Primary Care Paramedic program. To that end, OLS Academy is committed to keeping our intake numbers low enough to support appropriate instructor to student ratios and appropriate access to equipment. Students will be training in several different environments and as such, these ratios will vary.

Note: Instructor to student ratios may change slightly based on enrollment numbers but will not exceed the following in the environments below.

- In-class didactic instruction……..1:30
- In-lab practical instruction……....1:6
- Clinical practicum……...……..1:1
- Ambulance preceptorship……...…...1:1
- In-gym physical fitness training…….1:8
- Jiujitsu Training……..1:30

Didactic Class:

For didactic classes, each student will have an office chair and share a 6-foot, 2-person table with one other student. The instructor to student ratio will not exceed **1:30**

Practical Lab Instruction:

For practical lab instruction, the class will be divided into 4 groups of students (see: *SOP Lab Coordination*). 2 groups of students will be attending a physical training session while the remaining 2 groups of students will attend the scheduled practical lab sessions. Lab groups (Gym & Lab) will switch at midday. An appropriate amount of Lab Facilitators will be present in each Lab Room to ensure the ratio of 1:6 is maintained during the session.

As per "*SOP: Student Supervision*":

1. Direct supervision of students occurs during all lab sessions. Should students not actively be participating in the lab activity, they will be required to observe, take notes, and participate in the debriefing.

2. Indirect supervision will occur during Lab Skills classes, as the member of faculty will be actively monitoring student skills practice in a skill station environment. During these times, students will:
    a. Be permitted to practice skills not requiring the use of sharps:
        i. Examples of sharps include but are not limited to:
            1. Needles
            2. Blunt Catheters
            3. IV Catheters
    b. Be permitted to practice skills and non-invasive diagnostics that are being covered during the lab skills session:
        i. Faculty will ensure, that should a safety concern exist regarding the use of a particular piece of equipment or supply, that students do not practice unless under the direct supervision of the faculty member.
    c. Be permitted to practice the skill on a manikin or teaching aid.
3. Under no circumstance will a student use a sharp, unless being supervised directly by a member of the faculty.

Equipment: (See: *OLS Academy Equipment List*):

Lab Outlines take into consideration the number of students and organize the activities, scenarios, and lessons, such that, at no time is a student's progression through the lesson being retarded by another student's use of equipment. (e.g., While student #1 (lead Paramedic during scenario) and student #2 (support Paramedic during scenario) conduct assessments and manage patients appropriately for the phase in the program, students #3, 4, 5, & 6 will participate in various roles (simulated patient, First Responders, bystanders, peer reviewers, etc.) as required. All students will participate in the scenario debrief and once complete, the roles will be shuffled, and a new scenario started.

In-Gym Physical Training with OLS-Performance:

While 2 groups of students are participating in the Lab, the remaining 2 groups of students will be working in the gym on physical strength and coordination.

Gym Equipment:

Resistance training workouts in the gym are tailored so that the gym equipment can easily accommodate 4 groups of 2 students working out in pairs at the various stations.

Ambulance Preceptorship:

As per NOCP guidelines, the ambulance preceptorship will see each student placed with 1 designated preceptor per 2-person land ambulance crew. This environment offers an instructor to student ratio of **1:1**.

As per "*SOP: Student Supervision*":

1. Students will be assigned a preceptor for the ambulance preceptorship environment.
2. These preceptors will be assigned to the student following the procedure outlined in *SOP: Clinical & Preceptorship Placement.*
3. As is outlined in the applicable Learning Agreements, stakeholders will ensure a preceptor is provided that meets the requirements of the Academy:
    a. Preceptor requirements are outlined in: *SOP: Clinical & Preceptorship Placement* - Section 3(8).
4. During their ambulance preceptorship, students will remain under the direct supervision of their preceptor while performing all assessments, diagnostics, and interventions.
5. Indirect supervision of a particular competency may occur in these environments once proficiency has been demonstrated, though the preceptor must be able to provide immediate support and intervene as required.

Equipment:

All equipment necessary for students to perform appropriately in this environment is provided by the ambulance service provider.

Clinical Practicum:

During the clinical practicum portion of the program, each student will be placed with 1 preceptor. This environment offers an instructor to student ratio of **1:1**.
As per "*SOP: Student Supervision*":

1. Students will be assigned a preceptor for the clinical practicum environment.
2. These preceptors will be assigned to the student following the procedure outlined in *SOP: Clinical & Preceptorship* Placement.
3. As is outlined in the applicable Learning Agreements, stakeholders will ensure a preceptor is provided that meets the requirements of the Academy.
    a. Preceptor requirements are outlined in *SOP: Clinical & Preceptorship Placement* - Section 3(8).
4. During their clinical practicum, students will remain under the direct supervision of their preceptor while performing all assessments, diagnostics, and interventions.
5. Indirect supervision of a particular competency may occur in these environments once proficiency has been demonstrated, though the preceptor must be able to provide immediate support and intervene as required.

Equipment:

All equipment necessary for students to perform appropriately in this environment is provided by the clinical placement site.

Patient Partner Experience Days:

During times spent assisting at long-term care facilities or meeting with patient partners at OLS Academy, more than 1 student may be supervised by a single preceptor but the number of students being supervised at one time will not exceed 15.

Equipment:
Any equipment used for assessments will be affixed to stations through which students will rotate.

OLS ACADEMY

Policy No.: 2122-32.0	**Policy Title:** **Patient Partners Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To outline the guidelines for the involvement of patient partners in the educational process.

Policy:

OLS Academy partners with individuals and organizations to learn from past and potential future patients and hopefully gain the necessary knowledge to help guide a continual quality improvement mechanism for the delivery of Paramedic care and ambulance services.

OLS Academy's relationships with patient partners are an important and valued component of the students' training. It is through these relationships that we can gain insights toward the betterment of the services we wish to provide to our communities from the individuals who have or are more likely to benefit from those services being patient centric.

Roles:

Patient Partners help shape the OLS Academy program and drive continuous quality improvement by offering the following:

- Thoughts on areas of improvement based on past experience
- Conversation to help our students break the ice and develop cross-generational communication skills
- Opportunities for students to hone assessment skills
- The patient's perspective as it relates to personal priorities in an emergency
    - Paramedic skills proficiency
    - Emotional support
    - Physical comfort
    - Etc.

Environments:

Patient Partners will provide this service in multiple potential environments which will include, but not be limited to, the following:

- Nursing Home (Conversation, advice, physical assessment, and history taking)
- OLS Academy classroom (Conversation, advice, physical assessment, and history taking)
- Program Advisory Committee (Program input from a community member's perspective)

Orientation:

It is important that our patient partners are properly orientated to their roles if we hope to maximize the exposure students will have to the thoughts, experiences and advice from these valued members of our community. To that end, OLS Academy endeavors to ensure that our patient partners are well-informed and adequately orientated to their role in the environment in which they will be asked to participate.

Nursing Home Patients:

These nursing home patient partners will play a passive role in OLS Academy's continual quality improvement process. Students will be eligible for signoffs by an OLS Academy faculty member only during this experience. Nursing home staff are hosts only in this environment and may provide guidance from their perspective but will not be able to signoff student competencies. Following consent, they will be interviewed by Paramedic students, have their vital signs assessed and provide any additional feedback they feel is warranted.

Nursing home staff will be asked to brief patients on their role as a patient partner. The briefing will provide an overview of expectations. Patient partners will be asked to answer questions as openly as they are comfortable doing so, allow non-invasive assessment and provide advice as desired. The purpose of the overview is to raise interest and potentially gain new partners. This briefing will be followed up with a more in-depth orientation provided by the student at the time of the interview and include the following (See the Patient Partner Orientation Checklist):

1. The Paramedic student will introduce themselves to the patient partner and ask for consent. Provided consent is granted, the student will then ask the patient partner to sign a consent form.
2. The student will explain the objectives (Conversation, advice, physical assessment, and history taking) of the encounter to the patient partner and ask if there are any questions.
3. The student will then ask the patient partner if they would be willing to share their first-hand positive and/or negative experiences with Paramedic care, provide suggestions to improve the delivery of Paramedic care, and have their vital signs (e.g., blood pressure, pulse, breathing, lung sounds etc.) assessed by the student.
4. Once the student has completed the objectives, he/she will be encouraged to make general conversation with other patient partners.

Patient Partner Visitors:

Similar to the patient partners at the nursing home, patient partner visitors will fulfill their role as patient partner while visiting at OLS Academy. These patient partners will be invited members of the families of students, faculty and Academy staff. These patient partners will also play a passive role in OLS Academy's continual quality improvement process by helping our students practice assessment, history taking, and communication skills as well as by providing valuable feedback. Students will be eligible for signoffs by an OLS Academy faculty member during this experience. Following consent, they will be interviewed by Paramedic students, have their vital signs assessed and provide any additional feedback they feel is warranted.

The Patient Partner Visitors will receive an orientation that explains that their expected role is to answer questions as openly as they are comfortable doing so, allow non-invasive assessment and provide advice as desired. They will be explained the following structure (See the Patient Partner Orientation Checklist):

1. The Paramedic student will introduce themselves to the patient partner and ask for consent. Provided consent is granted, the student will then ask the patient partner to sign a consent form.
2. The student will explain the objectives (Conversation, advice, physical assessment, and history taking) of the encounter to the patient partner and ask if there are any questions.
3. The student will then ask the patient partner if they would be willing to share their first-hand positive and/or negative experiences with Paramedic care, provide suggestions to improve the delivery of Paramedic care, and have their vital signs (e.g., blood pressure, pulse, breathing, lung sounds etc.) assessed by the student.
4. Once the student has completed the objectives, he/she will be encouraged to make general conversation with other patient partners.

Program Advisory Committee Members:

Community members, who have had previous experience with Paramedic care, will take a more active role in OLS Academy's continual quality improvement process by sitting on the Program Advisory Committee. Their committee role will be to offer their personal past experiences with Paramedic care and offer insights and suggestions for service improvement based on their patient perspective.

Upon consent, patient partners will receive an overview of the OLS Academy Primary Care Paramedic (PCP) program and their role that will include, but not be limited, to the following:

Program:

- Duration of program
- Current cohort size and projected future cohort sizes
- Program phase breakdown
- Overview of PCP scope of practice.
- Program Advisory Committee policy
- A tour of the facility and introduction to staff

Program Advisory Committee Role:

- Committee mandate
- Membership make-up
- Membership commitment, engagement, and expectations
- Meeting structure
- Duration of term
- Explanation of role

Patient Partner Orientation Checklist

Item	Description	Complete?
Patient Partner Consent	Consent to participate as a Patient Partner has been received, prior to the activity. *See: Patient Partner Consent Form*	[ ]
Learning Objectives	Applicable learning objectives have been reviewed with the Patient Partner, prior to the activity.	[ ]
Overview of the Activity	The Patient Partner has been provided an overview of the activity. Depending on the activity, the patient partner may: • Be asked to provide students with their first-hand positive and/or negative experiences with Paramedic care. • Provide students with suggestions to improve the delivery of Paramedic care. • Have their vitals obtained by the students.	[ ]
Confirmation of Understanding	Faculty has confirmed the Patient Partner understands their role in the upcoming activity.	[ ]

OLS ACADEMY

Policy No.: 2122-33.4	**Policy Title: Meeting Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To establish guidelines for the conduct and scheduling of meetings within OLS Academy.

Policy:

OLS Academy prides itself on working with faculty, staff, preceptors, students, and other stakeholders (e.g., patient partners) as a team to forward our common goal of training competent and conscientious Paramedics. Communication is essential to the success of any team initiative and as such, OLS Academy believes in regular face-to-face meetings when possible and phone or video chat conversations when face-to-face meetings are not an available option. These meetings will differ in duration and focus depending on their environment and purpose. OLS Academy is committed to employing the following meeting formats on a regular basis and on an as needed basis.

Morning Huddle:

- Timing: Every morning prior to the start of class
- Duration: 5 – 15 minutes
- Format: Face-to-face
- Attendees: Program instructors
- Purpose: This meeting serves the following purposes
    - Brief on the prior day's events and overall and individual student progress or concerns
    - Recalibrate to ensure that lessons are aligned for proper sequencing and consistency in the lab
    - Bring forward any immediate equipment or stock concerns

Note: The morning huddle is a means to facilitate communication among instructors and therefore minutes are not recorded for these meetings

Pre-lab Briefing and Safety Meeting:

- Timing: Prior to the beginning of each lab session
- Duration: 5 – 15 minutes
- Format: Face-to-face
- Attendees: Program Faculty and Lab Facilitators
- Purpose: This meeting serves the following purposes

- Brief on day plan
- Discussion on potential safety concerns and required safeguards
- Brief on student progress or concerns as it relates to the day's lab plan
- Bring forward any immediate equipment or stock concerns

Note: The Pre-lab Briefing and Safety Meeting is a means to facilitate communication among instructors and therefore minutes are not recorded for these meetings

Weekly Leadership SYNC Meeting:

- Timing: Every Monday during the third period
- Duration: 30 – 45 minutes
- Format: Face-to-face or virtual
- Attendees: Academy Director and Academy Manager
- Purpose: This meeting serves the following purposes:
  - Predict, prevent, and identify solutions for problems occurring within the program
  - Plan for upcoming weeks
  - Discuss student and/or instructor issues
  - Identify inventory and equipment needs
  - Anything else deemed appropriate by the Academy Director

Monthly Student Satisfaction Meeting:

- Timing: Every other Wednesday during lunch hour
- Duration: 30 – 45 minutes
- Format: Face-to-face
- Attendees: Program instructors, 8 student reps (rotating)
- Purpose: This meeting serves the following purposes
  - Provide student reps with information (announcements, feedback, concerns, etc.) to be disseminated to the class
  - Provide students to offer feedback about the program, express concerns, & offer suggestions for improvement

Quarterly Quality Assurance Meeting:

- Timing: Middle of every third month.
- Duration: As long as necessary
- Format: Face-to-face
- Attendees: Program instructors, Program administration
- Purpose: This meeting serves the following purposes
  - Provide Faculty with information (announcements, feedback, concerns, etc.)
  - Provide faculty with an opportunity to offer feedback about the program, express concerns, & offer suggestions for improvement
  - Discuss new issues of concern
  - Discuss individual student and class progress

- Highlight any observed negative trends that may warrant the completion of a Formative Feedback form for 1 or more students

Ad Hoc Meeting:

- Timing: As the need arises
- Duration: As long as necessary
- Format: Face-to-face (when possible, otherwise by phone)
- Attendees: Contributors necessary to fulfill the meeting purpose
- Purpose: This meeting is called on an as needed basis and serves the following purposes:
  - Discuss an issue or issues that have arisen and that are in need of timely attention
  - Highlight any observed negative trends that may warrant the completion of a Formative Feedback form for 1 or more students

Ambulance Preceptor Check-ins:

- Timing: When warranted
- Duration: As long as necessary
- Format: Based on Preceptor convenience (Phone, email, or in-person)
- Attendees: A Coordinator (or designate), Preceptor, and student (when appropriate)
- Purpose: This meeting serves to obtain details regarding a student's progress, identify any challenges and coordinate appropriate action when necessary to help the student remain on target for successful completion of the applicable Phase.

End of Phase Evaluation Reports:

- Timing: At the end of each Phase of the Clinical Practicum & Ambulance Preceptorship (Integrated)
- Duration: As long as necessary
- Format: Based on Preceptor convenience (Phone, email, or in-person)
- Attendees: A Coordinator (or designate), Student, and Preceptor
- Purpose: This meeting will finalize the Phase 1, 2, or 3 outcomes through utilization of the *Comprehensive Competence Rubric.*

OLS ACADEMY

Policy No.: 2122-34.1	**Policy Title:** **Professional Development Policy**
Effective Date: July 2022	**Latest Review Date:** July 2026

Purpose:

To promote the ongoing professional development of faculty and staff to enhance the quality of education.

Policy:

OLS Academy strives to provide our students with the best education possible. To that end, we understand that our faculty is a critical aspect of that endeavor. That is why OLS Academy promotes a working environment where our faculty are encouraged to be life-long learners.

In addition to fostering this environment, OLS Academy provides faculty two annual professional development sessions. Attendance in these sessions is mandatory and faculty members are remunerated for each session, at their normal rate of pay.

These sessions are a minimum standard imposed on faculty. In addition to these sessions, faculty will not reasonably be denied a leave with pay, to attend other professional development activities.

These activities may include but are not limited to:

- Short Medical Courses (Advanced Cardiac Life Support, Pediatric Advanced Life Support)
- Instructor Education (Simulation Based Educator, Adult Education Certification)
- Fitness & Wellness Courses (As hosted by Fitness New Brunswick)

Approval of a leave with pay to attend these activities, will be at the discretion of the Academy Director.

OLS ACADEMY

Policy No.: 2324-1.0	Policy Title: Boundaries in Professional Relationships
Effective Date: October 2023	Latest Review Date: July 2026

Purpose:

The purpose of the *Boundaries in Professional Relationships* policy is to define and highlight the professional boundaries that must be maintained in relationships between OLS Academy students and OLS Academy representatives, health authority representatives, and/or ambulance service representatives. Relationships that fall outside these boundaries will be deemed as inappropriate.

Policy:

A violation of the *Boundaries in Professional Relationships policy* is a Level 2 violation (as outlined in the *Disciplinary Policy*).

OLS Academy's *Boundaries in Professional Relationships* policy is intended to help maintain a working and learning environment that is free from sexual, amorous, dating, and/or romantic relationships between Academy representatives, health authority representatives, ambulance service representatives and Academy students. Romantic and sexual relationships between a person in a position of authority and a student raise issues of exploitation and conflict of interest. It is therefore OLS Academy's belief that these types of relationships are not conducive to a productive, professional, and integrous working and learning environment and as such are in violation of this policy.
OLS Academy recognizes that the perception of a relationship's appropriateness is a subjective judgement. The Boundaries in Professional Relationships policy serves to guide OLS Academy's management team in making such a judgement as well as to provide Academy representatives and students with a code of conduct and standards for behavior when establishing and maintaining professional relationships while operating under the OLS Academy banner.

Definitions:

- An *Academy Representative* will include any person who serves as an authority figure in any of the following roles/capacities:
    - Management team member
    - Academy employee
    - Didactic instructor (contracted or otherwise)
    - Lab instructor (contracted or otherwise)
    - Ambulance preceptor
    - Clinical preceptor
    - Fitness instructor

- A *Health Authority Representative* will include any person who is actively employed and fulfills his/her employment obligations at the location where the OLS Academy student is completing his/her clinical preceptorship term.
- An *Ambulance Service Representative* will include any person who is actively employed with and/or under the direction of the ambulance service provider. This will include but not be limited to the following:
    - Paramedics & EMTs
    - Fleet employees
    - Administration & managerial staff
- An *OLS Academy Student* will include any person who is enrolled in an OLS Academy program and who has not yet graduated from the program.
- For the purposes of this policy, an *Inappropriate Relationship is a p*ersonal relationship involving individuals who mutually and consensually understand their relationship to be romantic and/or sexual in nature.

Prohibited Conduct:

Conduct that is outside of the boundaries of professional relationships will be considered prohibited regardless of whether the conduct occurs on or off school property, during or outside of school hours. Prohibited conduct will include but not be limited by the following:

- Engaging in any romantic or sexual relationships including dating, flirting, sexual contact, inappropriate physical displays of affection, or sexually suggestive comments between OLS Academy representatives, health authority representatives, ambulance service representatives, and OLS Academy students.
- Fostering, encouraging, or participating in emotionally or socially intimate relationships through verbal or non-verbal communication.
- Initiating or continuing communications for reasons unrelated to any direct educational purpose, including oral or written communication, telephone calls, electronic communication such as texting, instant messaging, email, chat rooms, or other social networking sites.
- Socializing with students outside of instructional time

OLS Academy is committed to ensuring that Academy representatives and students are able to work and learn in an environment that is productive, professional, and integrous.

OLS Academy's Commitment to the Student:

- Any and all reports of suspected or witnessed violations of the Boundaries in Professional Relationships policy will be taken seriously and an investigation will be launched immediately.
- Reports will be accepted and remain anonymous where possible.
- Any Academy representative found in violation of this policy will be disciplined swiftly and justly.

- If, following an investigation, an Academy representative is found to be in violation of the Boundaries in Professional Relationships policy, all necessary precautions will be put in place to remove all undue influence held by the Academy representative over the student named in the violation.
- All Academy representatives are required to submit a report, to the Academy Director, that outlines any suspected or observed instances where a student and another Academy representative, a health authority representative, or an ambulance service representative have engaged or continue to engage in a personal relationship that falls outside the boundaries set forth in this policy.
- Any student found in violation of this policy will be disciplined swiftly and justly.

Students' Commitment to OLS Academy:

- All Academy students are required to submit a report, to the Academy Director, that outlines any suspected or observed instances whereby a student and another Academy representative, a health authority representative, or an ambulance service representative have engaged or continue to engage in a personal relationship that falls outside the boundaries set forth in this policy.
- All Academy students are required to submit a report, to the Academy Director, that outlines any instances whereby an Academy representative, a health authority representative, or an ambulance service representative has made improper and/or unwanted advances toward an Academy student with the intention to engage in a personal relationship that falls outside the boundaries set forth in this policy.

OLS ACADEMY

Policy No.: 2425-1.0	Policy Title: **Student Exiting Policy**
Effective Date: July 2024	**Latest Review Date:** July 2026

Purpose:

The purpose of this policy is to establish clear guidelines and procedures for the exiting of students from the OLS Academy Primary Care Paramedicine program, due to academic performance(s) or behavioral occurrence(s).

Policy:

1. Academic Exit Criteria:

A student can be exited from the program for failing to demonstrate satisfactory progress towards achieving the program's competencies and learning outcomes. This includes, but is not limited to:

- Failing to achieve the minimum passing grade in required courses, as outlined in the *Grading Policy.*

2. Behavioral Exit Criteria:

A student may be exited from the program for violating behavioral standards. This includes, but is not limited to:

- Repeated or severe violations of the *Disciplinary Policy.*

3. Notification:

The student will be notified of their dismissal from the program in writing from the Academy Director.

4. Appeals:

Should the student wish to appeal this decision, they will be directed to follow the procedure as outlined in the *Appeals Policy.*

OLS ACADEMY

Policy No.: 2425-3.0	Policy Title: **Tuition Payment Policy**
Effective Date: July 2024	**Latest Review Date:** July 2026

Purpose:

The purpose of this policy is to establish guidelines for the timely payment of tuition and other fees, and to outline the consequences for students who fail to meet these financial obligations.

Policy:

1. Payment Deadlines:

- All tuition and fees are due by the dates specified in the *Confirmation of Enrolment* document provided to students upon enrollment and available from the Registrar's Office.
- Payment deadlines for each term are as follows:
  - Start of Term 1
  - Start of Term 2

2. Consequences of Non-Payment:

2.1 Non-Issue of Uniforms and Equipment:

- Students who have not paid their tuition and fees in full by the due date will not be issued any uniform items or equipment items such as a stethoscope, penlight, and goggles.

2.2. Non-Release of Marks:

- Students who have not paid their tuition and fees in full by the due date will not have their marks released.
- Final grades for courses will be withheld, until all outstanding balances are paid in full.

2.3. Inability to Progress to the Next Term:

- Students who have not paid their tuition and fees in full by the due date, will not be permitted to register for or attend classes in the subsequent term.
- Students will not be allowed to participate in any program activities, including offsite tours, the Clinical Practicum, and Ambulance Preceptorship experiences, until all outstanding balances are paid in full.

3. Notification and Communication:

3.1. Initial Notification:

- The Registrar's Office will send an initial notice to students with outstanding balances at least one month prior to the end of each term.

3.2. Final Notice:

- The Registrar's Office will send a final notice to students with outstanding balances one week prior to the end of each term, informing them of the consequences of non-payment, as per this policy.

4. Payment Plans and Financial Assistance:

4.1. Students experiencing financial difficulties are encouraged to contact the Registrar's Office as soon as possible to discuss potential payment plans or financial assistance options:

- Payment plans must be approved by the Registrar and must be in place before the payment due date, to avoid the consequences outlined in this policy.

OLS ACADEMY

Policy No.: 2425-4.0	Policy Title: Equipment Use and Abuse Policy
Effective Date: August 2024	Latest Review Date: July 2026

A violation of the Equipment Use and Abuse Policy is a Level 1 or 2 violation. (As outlined in *Disciplinary Policy*)

Purpose:

The purpose of this policy is to ensure the proper use and care of equipment provided by OLS Academy and to outline the consequences for students who abuse or misuse this equipment.

Policy:

1. Proper Use of Equipment:

- Students are expected to use all equipment provided by OLS Academy responsibly and in accordance with the instructions and training provided.
- Equipment includes, but is not limited to, medical instruments, simulation tools, personal protective equipment (PPE), and any other items issued by the Academy for educational purposes.

Reporting Damaged or Malfunctioning Equipment:

- Students must immediately report any damage or malfunctioning of equipment to a member of Faculty, as soon as possible.
- Failure to report damaged or malfunctioning equipment in a timely manner, may result in disciplinary action.

3. Prohibited Actions:

Students are prohibited from:

- Deliberately damaging or defacing equipment.
- Using equipment in a manner inconsistent with its intended use.
- Removing equipment from the premises without proper authorization.

4. Consequences of Equipment Abuse and Misuse:

4.1. Disciplinary Action:

- Any student found to have abused or misused equipment will be subject to disciplinary action as outlined in the *Disciplinary Policy.*

4.2. Financial Responsibility:

- Students can be held financially responsible for the repair or replacement of damaged equipment, resulting from their misuse or abuse.

5. Procedure for Addressing Equipment Abuse and Misuse:

5.1. Incident Reporting:

- Incidents of equipment abuse must be reported to a member of Faculty immediately.

5.2. Investigation:

- The Academy Director will investigate the incident, including interviewing relevant parties and reviewing any available evidence.

5.3. Decision and Notification:

- Based on the findings of the investigation, the Academy Director will decide on appropriate next steps, including but not limited to disciplinary action, and notify the student in writing.

OLS ACADEMY

Policy No.: 2425-5.1	**Policy Title:** **Cleaning Policy**
Effective Date: August 2024	**Latest Review Date:** July 2026

Purpose:

The purpose of this policy is to establish guidelines for the cleaning responsibilities of OLS Academy Student Paramedics and to outline the enforcement measures for non-compliance. This policy also serves to empower the Student Coordinators to assign, supervise, and enforce cleaning duties.

Policy:

1. Cleaning Responsibilities:

1.1. All students are required to participate in daily cleaning tasks as outlined on the *Cleaning Schedule*.

1.2. Cleaning tasks include, but are not limited to:

- Sweeping, mopping, and soaking mop-heads
- Changing, replacing, and disposing of garbage
- Restocking and tagging Response Kits
- Ensuring all equipment is placed on the appropriate charging station.
- Counting Lab Room inventory on a weekly basis

2. Role of Student Coordinators:

2.1. Student Coordinators are responsible for supervising the cleaning duties of their assigned groups.

2.2. Student Coordinators have the authority to assign tasks, ensure compliance, and report any non-compliance to the Academy Manager.

3. Consequences of Non-Compliance:

3.1. First Offense:

- A verbal warning will be issued to the student in non-compliance by the Student Coordinator.

3.2. Second Offense:

- A written warning will be issued by the Academy Manager and placed in the student's file.

3.3. Third Offense:

- The student will be referred to the Academy Director for disciplinary action, as outlined in the *Disciplinary Policy.*

3.4. Severe or Repeated Non-Compliance:

- Severe or repeated non-compliance may result in further disciplinary actions, including but not limited to probation or dismissal from the program, as outlined in the *Disciplinary Policy* and *Student Exiting Policy.*

4. Procedure for Addressing Non-Compliance:

4.1. Incident Reporting:

- Student Coordinators must first issue a verbal warning to the student in non-compliance.
- Should ongoing non-compliance continue, Student Coordinators must report the incident of non-compliance to the Academy Manager.

4.2. Investigation:

- If appropriate, the Academy Manager, or designate will investigate the incident, including interviewing relevant parties and reviewing any available evidence.

4.3. Decision and Notification:

- Based on the findings of the investigation, the Academy Manager will decide on the appropriate next steps and notify the student in writing:
    - This can include escalation for review by the Academy Director.

OLS ACADEMY

Policy No.: 2425-6.2	Policy Title: Academic Probation Policy
Effective Date: October 2024	Latest Review Date: July 2026

Purpose:

To establish the criteria and procedures for permitting eligible students to progress from Term 1 to Term 2 of the OLS Academy Primary Care Paramedic (PCP) Program under Academic Probation, while ensuring academic integrity, student accountability, and alignment with program outcomes.

Policy:

Students who do not meet the standard passing requirements in Term 1 may, under defined conditions, progress to Term 2 on Academic Probation.

Eligibility Criteria:

A student must meet **all** of the following criteria to be eligible for Academic Probation:

1. **Course Failure Limit:**
   - The student may have failed *no more than two (2)* Term 1 courses.
2. **Minimum Grade Threshold:**
   - Each failed course must have a final grade of **not less than 60%**.
3. **Voluntary Participation:**
   - The decision to enter Academic Probation must be made voluntarily by the student.
   - No program faculty or staff may pressure or require a student to select this pathway.
4. **Acknowledgment of Conditions:**
   - The student must sign the *Academic Probation Form* confirming:
     - Understanding of all associated conditions,
     - Awareness of additional requirements during Term 2, and
     - Agreement that Academic Probation is a one-time opportunity.
5. **Attendance Requirement:**
   - For all Term 2 courses, the student will receive an attendance allowance equal to **50%** of the standard permitted absences:
     - Example: If a course permits eight (8) absences, a student on probation may use *no more than four (4)*.
6. **Term 2 Midterm Requirements:**
   - The student must achieve a minimum of **70%** in all didactic courses following the Term 2 | Block 1 – Midterm evaluations.
7. **Finality of Term 2 Grades:**
   - All midterm grades earned during Term 2 are final and not eligible for appeal.

Procedures:

Request Submission:

- Students wishing to enter Academic Probation must submit the *Academic Probation Form* to the Academy Director within **one (1) week** of receiving their final Term 1 grades.
- Request forms may be obtained through the Registrar's Office.

Review and Acknowledgment:

- The Academy Director (or designate) will review the student's eligibility based on the criteria above.
- Eligible students will receive notice of their eligibility for Academic Probation via electronic correspondence from the Academy Director. (or designate)

Monitoring and Evaluation:

- Adherence to the attendance expectations will be monitored by the Program.
- Students who fail to meet any condition of Academic Probation will be dismissed from the program.
- Students who meet the requirements of Academic Probation at the Term 2 midterm point, will be removed from academic probation.
- Academic progression into Term 3 will follow standard program requirements; students cannot progress into Term 3, if they fail any Term 2 course.

OLS ACADEMY

Policy No.: 2425-6.1	Policy Title: Timely Removal of Preceptor Access to Comptracker Software
Effective Date: December 2024	Latest Review Date: July 2026

Purpose:

To protect the privacy and confidentiality of student information, ensuring compliance with relevant privacy best practices, and to maintain the integrity of student records during and after their clinical and preceptorship experiences.

Policy:

As part of OLS Academy's Primary Care Paramedic program, students participate in clinical and preceptorship experiences in both hospital and land ambulance environments. To support this training, OLS Academy utilizes a competency tracking software application (Comptracker). The software allows preceptors to monitor student progress and sign off on competency attainments as they are achieved in the field.

To safeguard student privacy and ensure compliance with data protection best practices, OLS Academy implements the following policy:

1. Preceptors are granted access to Comptracker solely for the duration of the students' clinical and preceptorship experiences.
2. Preceptor access to Comptracker will be revoked immediately following the completion of these experiences.
3. OLS Academy retains all records of student progress in Comptracker for internal use and archiving, in compliance with institutional policies on record retention and privacy.

Procedure for Revoking Preceptor Access:

1. **Access Revocation:**
    - At the conclusion of a student's clinical and preceptorship experiences, the Program Coordinator (or designate) will remove all preceptor access to the relevant student records in Comptracker within 24 hours of completion.
2. **Retention of Records:**
    - Student competency records will remain securely stored within the Comptracker system in accordance with OLS Academy's record retention policies.

Responsibility:

- The Academy Manager is responsible for ensuring the timely removal of preceptor access.
- All staff and preceptors are required to protect student information in accordance with OLS Academy's privacy policies and applicable laws.

OLS ACADEMY

Policy No.: 2526-1.0	Policy Title: **Audit Pathway Policy**
Effective Date: October 2025	**Latest Review Date:** July 2026

Purpose:

The *Audit Pathway Policy* provides a mechanism for students to continue participation in the academic and practical components of the diploma program in a non-credit capacity. This pathway allows students to remain engaged in learning without academic penalty or credential outcome, supporting continued development and academic awareness.

Scope:

This policy applies to the Primary Care Paramedic Program at OLS Academy. Audit status applies **to** the entire in-class portion of the program (Term 1 and Term 2) and may not be applied to individual courses. Audit students are not eligible to participate in the Term 3 practicum experiences. (Clinical Practicum and Ambulance Preceptorship)

Definitions:

- **Audit Student:** A learner who participates in the academic and practical components of the program for educational enrichment but does not earn credit, grades, or a credential.
- **Audit Status:** The classification assigned to a student enrolled in a program year under audit conditions.
- **Credit Student:** A student enrolled in the program for full evaluation and academic credit toward credential completion.

Eligibility:

i. Students currently enrolled in a diploma program may apply for audit status.
ii. Applications are encouraged prior to the start of Term 1 or Term 2 but will be considered up to 25% into the term**.**
iii. Approval is required from the Academy Director or designate**.**
iv. Once approved, the student's academic record will reflect "AUD" for all courses in the applicable term(s).

Fees and Payment:

i. Audit students are subject to applicable tuition and fees as outlined in the *Fee & Payment Schedule:*
    a. Audit students auditing Term 1 will be subject to 100% of Term 1 tuition and fees, as outlined in the *Fee & Payment Schedule.*
    b. Audit students auditing Term 2 will be subject to 50% of Term 2 tuition and applicable fees, as outlined in the *Fee & Payment Schedule*:
        i. Students are encouraged to meet with the Registrar to determine what *applicable fees* will be charged.
    c. During the enrollment year, students will be subject to applicable tuition and fees as outlined in the *Fee & Payment Schedule,* however, they will not need to re-purchase items such as textbooks and equipment, so long as the items continue to align with program requirements.
ii. Audit fees are non-refundable once audit status is confirmed.

Participation and Evaluation:

i. Audit students may attend all lectures, labs, and simulation sessions**.**
ii. Audit students are not eligible to serve as:
    a. Group project leads
    b. Student Coordinators
    c. Lead roles in any practical/simulated environment
    d. Participation in all learning activities is subject to instructor discretion and safety considerations.

Limitations:

i. Preference for admission will be granted to applicants pursuing full program enrollment**.**
ii. Opportunities to enroll under audit status will only be extended when program capacity allows**,** and seats remain available after full enrollment offers have been confirmed.
iii. The Academy reserves the right to limit or deny audit admission in any term where program demand or instructional capacity restricts available seating.
iv. Audit status applies to all courses within Term 1 and Term 2**;** single-course audits are not permitted.
v. Audit students are not eligible for progression to Term 3. (Clinical Practicum and Ambulance Preceptorship)

Transition and Re-Enrollment:

i. Once a student elects audit status, the decision is final and irreversible for that term or program year.
ii. Students wishing to pursue diploma completion must re-enroll in Term 1 of the following academic year, as a full-credit student.

Termination or Withdrawal:

i. The Academy reserves the right to revoke audit privileges if a student fails to meet attendance expectations or violates academy policies.
ii. Audit students may voluntarily withdraw according to the *Disciplinary Policy.*

Academic Appeals:

i. Audit students may appeal decisions related to access, participation, or termination of audit status under the *Appeals Policy***.**
ii. Grade appeals do not apply, as audit students do not receive formal grades.