



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

AI Integration in Quality Assurance Audits

Phase 2 Implementation and Insights



INQAAHE FORUM 2026

What You'll Take Away

01

Clear Understanding

How AI can be used in QA audits

02

Comparative Insights

Human vs. AI-generated audit findings

03

Evaluation Framework

Tools for assessing AI in QA contexts

04

Practical Strategies

Introducing AI into your QA processes

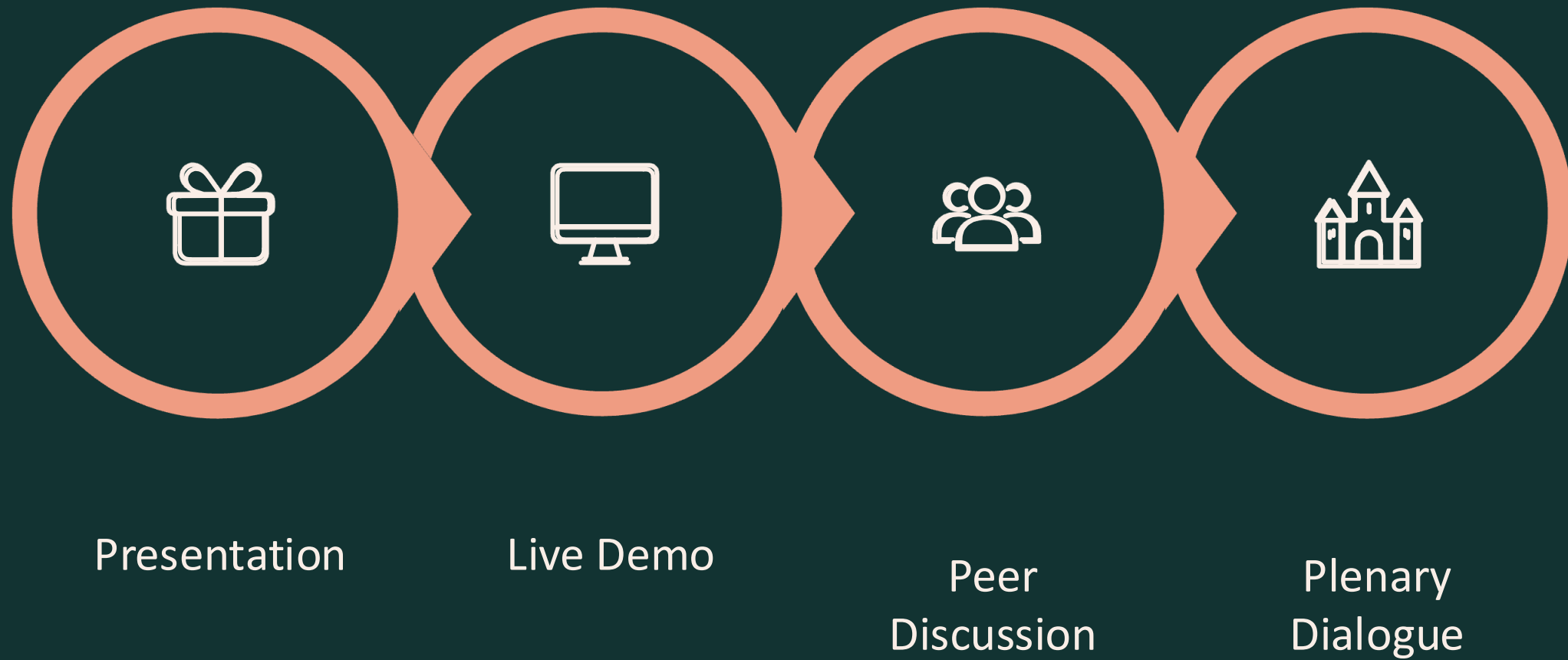
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Ethical Reflections

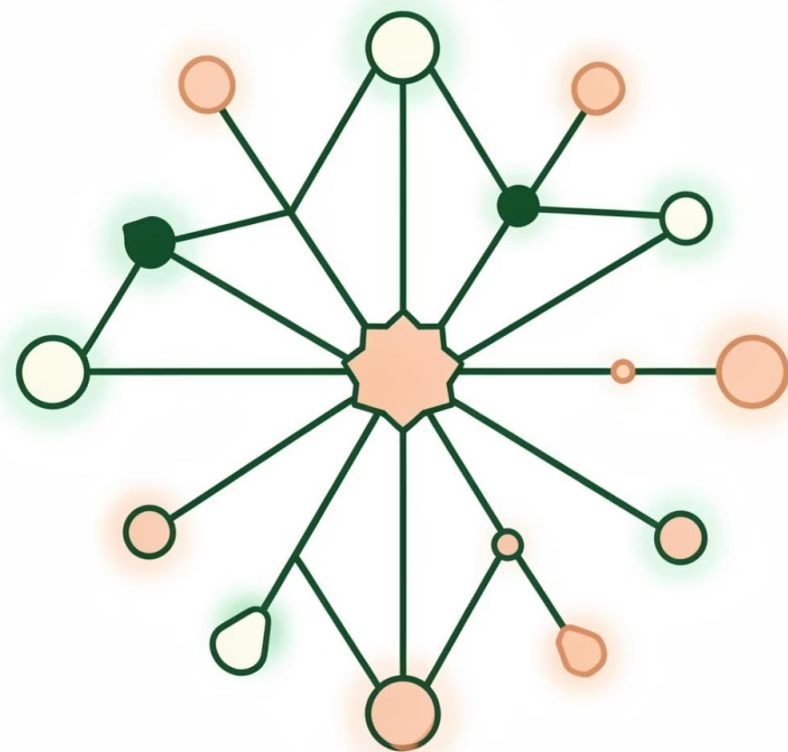
Operational considerations of AI in education



Session Structure



AI Has Come a Long Way

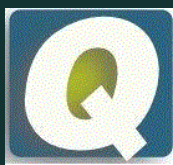


Our Journey

- Experienced enough to implement ourselves
- No longer need external consultants
- AI learning from our work

Key Insight

- We haven't learned drastically new information, but we've gained the expertise to leverage AI effectively.



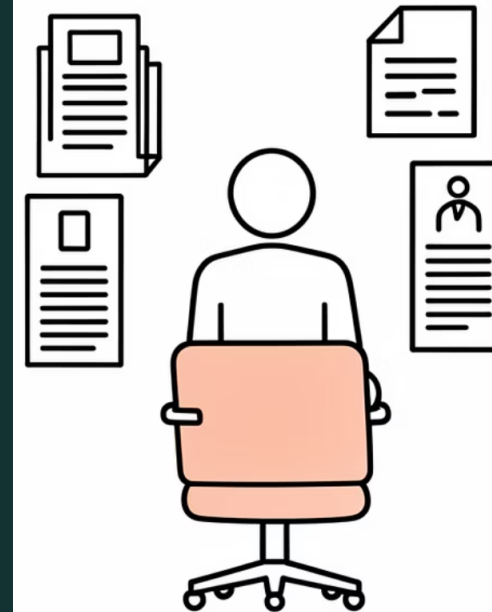
Parallel Audits: What We Learned

AI Limitations

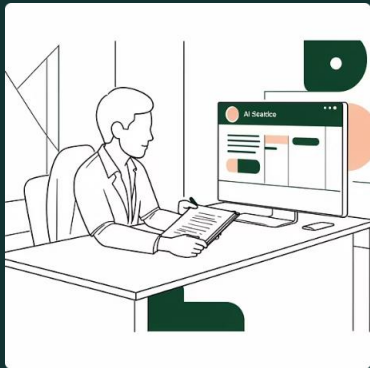
- Cannot review video evidence
- Sometimes searches wrong requirements
- Inconsistent evidence expectations across AI tools

Similar to Humans

- AI exhibits variability in evidence requirements—sometimes satisfied with one program's proof, other times demanding more.
- Different AI tools give different results.



How We're Using AI Today



Self-Study Support

Helping colleges build comprehensive self-studies and QA Books



Research & Comparison

Analyzing submissions to identify best practices and styles



Standards Review

Assessing if standards are correctly written with sufficient guiding information



Draft Generation

Building first drafts for INQAAHE self-assessment based on website content



Why We're Not Giving AI to Auditors

Hallucination Risk

Constantly checking for AI errors

Time Constraints

Preparing and providing information takes significant resources

Over-Reliance Concern

Fear auditors would not fully execute their role

Careful Review

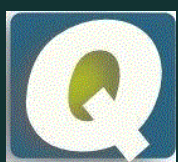
Worried auditors might not scrutinize results

The Bottom Line

AI is a powerful tool, but human expertise remains essential for quality audits.



DEMO



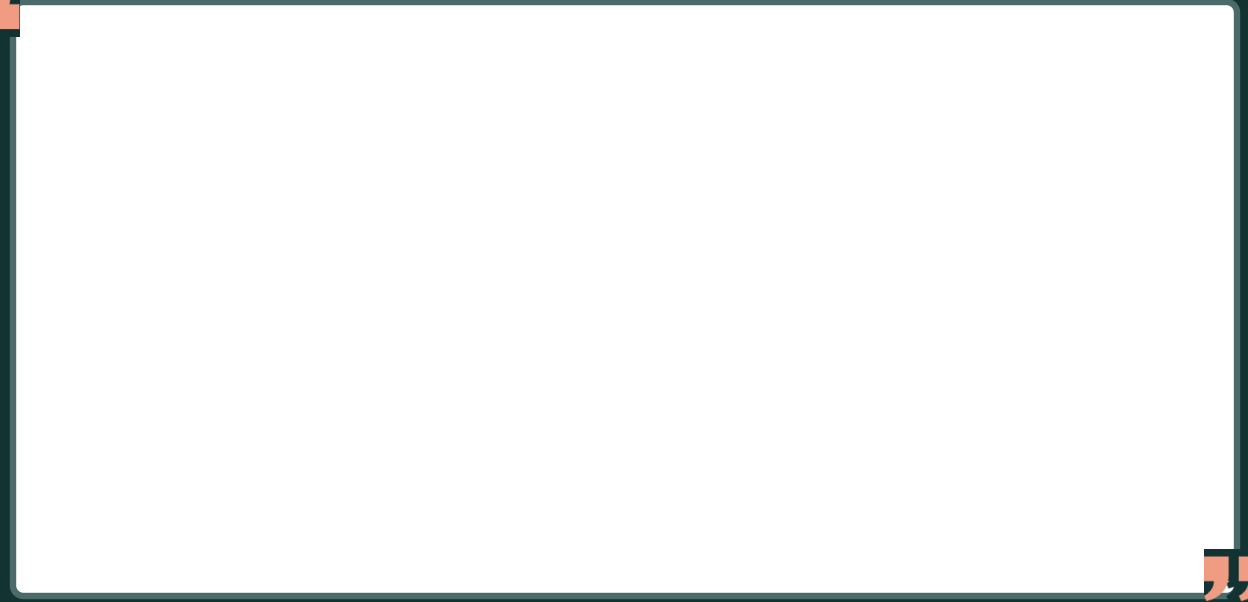
Human vs AI – Requirement 2.1

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The development of PVLOs is a collaborative effort involving Program Development and Review Consultants and Curriculum Advisors from the Office of Academic Quality (OAQ), who work closely with academic teams to ensure the appropriate construction and alignment of PVLOs with Credential Validation Service (CVS) requirements.

Once a program receives approval, information about the new program is communicated to internal and external stakeholders, including relevant government bodies. Program modifications follow the same rigorous process. To ensure continued relevance and quality, PVLOs are reviewed regularly as part of both the APQR and Comprehensive Program Review processes.

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Your R2.1 response consolidates policy anchors and links demonstrating that VLOs drive all lifecycle activities and are communicated across audiences.

Your New Program Development Checklist embeds VLO work at the core of curriculum design and approval (CIM build, mapping, Academic Council, external CVS/MCU) — this operationalizes “VLOs as the starting point.”

The “Writing Learning Outcomes” guide defines VLOs, expectations for measurability, and provides verb guidance, showing institutional supports to ensure quality and consistency.

The CVS informal review packages (Project Management—renewal/modification) show direct alignment to the provincial program description/standard and document proposed VLO updates with rationales — clear evidence that relevance to provincial requirements is checked and recorded. Dissemination is evidenced by published program outlines on the website that include program learning outcomes for applicants and students (e.g., Advertising and Marketing Communications).

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The College employs a framework designed to establish and facilitate an effective workflow that ensures the existence, relevance, and dissemination of program Vocational Learning Outcomes (VLOs). This framework serves as the foundation for all program lifecycle activities, irrespective of the program's location or delivery method. VLOs are included in the new program development template, the Curriculum Build and Change Guide, and annually alignment between program VLOs and Essential Employability Skills (EES) are reviewed as a requirement of the Annual Program Committee Meeting Checklist.

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Human vs AI – Requirement 3.3

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Mechanisms include PAC policies and processes, and a scorecard that is used to monitor the performance of the PAC, which is reviewed by the BoG on an annual basis.

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Human vs AI – Conclusion

“ Overall, this is a very positive outcome, and a “mature” result for the college, with all standards being met.

There is an obvious dedication to QA at all levels, and willingness to work across divisions to make it so. There is underlying the processes and policies and work instructions a strong culture of QA which was evident everywhere: from the Board, externally, and across all academic and non-academic staff.

The Audit Panel commends the College for providing an abundance of evidence for all the required programs in the audit as well as others, and for responding so thoroughly to the Audit Team’s requests for more information and clarification before and after the virtual visit.

The Audit Panel believes that the infrastructure and processes that the college have established, all focusing on the student experience and on compliance with Ministry and OCQAS requirements are good exemplars for other colleges, for example:

- The structure of the Office of Academic Quality to include Curriculum Process Specialists.
- A strong and impactful Centre for Teaching and Learning, including copious communications, feedback strategies, mentoring, onboarding and required training for online, blended and GCflex deliveries, and its review of its own work.
- For requirement 5.2, the use of PolicyTech - the software used to create and revise policies, facilitate workflows and approvals, and communicates changes to the college community.
- For requirement 6.1 the Panel saw strong processes for hiring and onboarding new faculty.

Audit Results -Standard

1	Met	3	Met	5	Met
2	Met	4	Met	6	Met

Audit Decision: Mature Effort

“ The panel finds a mature and well-integrated quality assurance system at the College. Strengths include embedded compliance controls (e.g., titling within CIM), a comprehensive teaching-and-learning improvement engine (CTL), and robust governance for external arrangements (articulations, affiliations, PPPs) with active monitoring. Program design and delivery are demonstrably outcome-centred and evidence-based, supported by consistent policy publication and Registrar operations. Areas requiring attention focus on closing the loop with consolidated artifacts and KPIs—particularly in Standard 1 (Board-level QA articulation; APQR evidence packs and action tracking) and selected operational “proofs in practice” (timestamps, end-to-end packets). Addressing these recommendations will improve auditability and further strengthen the college’s culture of evidence and continuous improvement.

Audit Results	
Standard	Result
1	Met
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3	Met
4	Met
5	Met
6	Met
Audit Decision: Mature Effort	
Justification: The college demonstrates comprehensive, consistently applied mechanisms across Standards 1–6 with strong evidence of practice and continuous improvement.	



AI vs AI – Requirement 1.1

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	ChatGPT Thinking	Claude 5.2 Sonet 4.5	Copilot	Gemini 3 – Thinking
College A				
College B				
College C				

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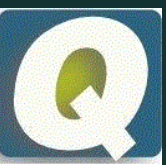


AI vs AI – Requirement 1.1

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	ChatGPT Thinking	Claude 5.2 Sonet 4.5	Copilot	Gemini 3 – Thinking
Rated 1	A	B	B	A,B
Rated 2	B	A	C	C
Rated 3	C	C	A	

”



AI vs AI- Comparative assessment against Requirement 1.1- ChatGPT Thinking

“

Institution submission (file)	Meets Expectation	Justification
COLLEGE A	Meets	1 — The submission is the most audit-ready: it enumerates concrete artifacts (minutes with dates/pages; named frameworks/reports) and shows repeated board touchpoints over multiple cycles, which is typically the strongest way to demonstrate “operationalized” governance responsibility.
COLLEGE B	Meets	2 — Strong breadth of governance mechanisms and explicit policy references, but comparatively less “show-your-work” detail inside the text (e.g., fewer dated minute citations within the submission itself versus COLLEGE A). Assuming the linked artifacts are complete, evidence could be strong, but it reads slightly less traceable on its face.
COLLEGE C	Partially Meets	3 — Assuming the referenced minutes, policy, QA reports, and evaluation instrument contain the stated content, the evidence may be adequate; but as written, it is the least auditable/traceable compared to COLLEGE A and COLLEGE B because it relies heavily on narrative claims and external links rather than in-text evidence anchors.

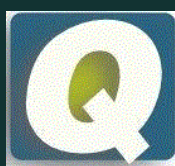


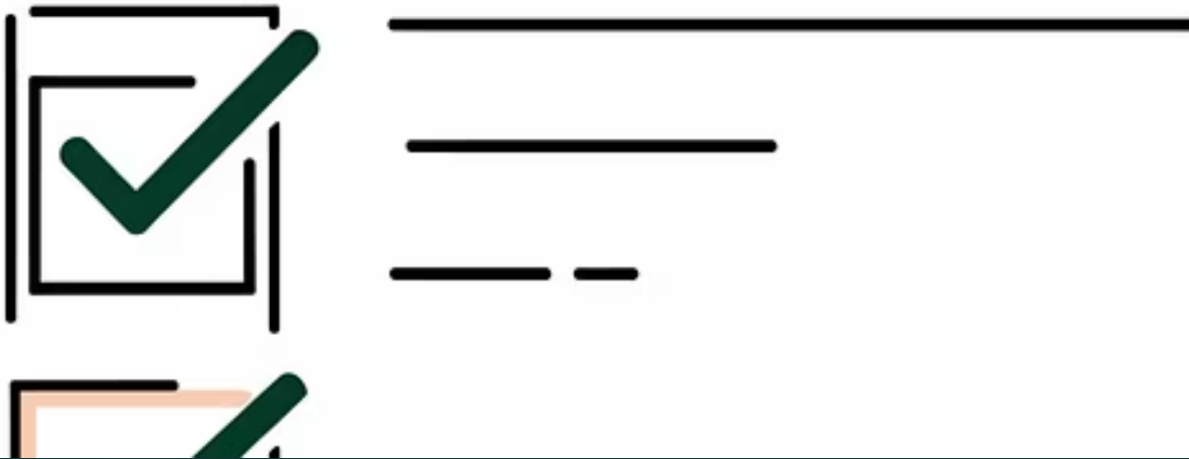
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AI vs AI- Comparative assessment against Requirement 1.1- Copilot

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Institution submission (file)	Meets Expectation	Justification
COLLEGE B	Meets	1 – Extensive linked evidence and policies.
COLLEGE C	Meets	2 – Good evidence, but fewer explicit QA policy details.
COLLEGE A	Meets	3 – Evidence is strong but less diverse than College B.





What Works & What Doesn't

Successful Applications

- Self-study document building
- Submission comparisons
- Standards assessment
- Draft report generation
- Evidence confirmation

Current Limitations

- Video evidence review
- Requirement matching accuracy
- Consistent evidence expectations
- Limitations for processing multiple requirements simultaneously
- Privacy and data handing limitation
- Contextual understanding



The Future of AI in QA

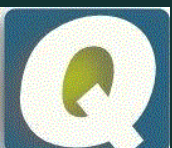
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Won't Replace Auditors
Human expertise remains
irreplaceable
”

“
Writing Support
May assist with documentation
”

“
Evidence Confirmation
Help verify when questions
arise
”

“
Peer Training Challenge
Can't replicate lived experience and subtleties
”

What makes peer reviews successful—experience, facing real challenges—cannot be trained into AI. It lacks the system experience that defines true peer review.





THANK YOU

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mainville@ocqas.org

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