

Action Plan: Post-Degree Diploma in Health, Safety, and Environmental Compliance (HSEC)

Institutional Response
<p>Strategic Opportunities</p> <ul style="list-style-type: none">Continuing Studies (CS) is actively pivoting from longer post-degree diplomas toward shorter, stackable, and modularized programs that better serve working professionals and align with workforce upskilling and reskilling demands. The HSEC review validates this direction, emphasizing flexible delivery, micro-credentials, and competency-based programming.We see strong opportunity to leverage Langara’s existing expertise in areas such as data analytics, GIS, project management, and sustainability to complement HSEC’s core offerings and expand its reach.The development of a short certificate and certificate-level pathway for domestic learners, rooted in occupational health, safety, and environmental compliance, will allow Langara to remain competitive in this space while opening more accessible on-ramps for learners. <p>Existing Capabilities</p> <ul style="list-style-type: none">Program Design & Delivery: CS has capacity to design micro-credentials and certificates that respond quickly to labour market needs, with curriculum mapped against industry-recognized competencies.Industry Engagement: CS has built strong consultation practices, including program advisory structures. CS is committed to strengthening ties with organizations such as the Board of Canadian Registered Safety Professionals, WorkSafeBC, and sector associations to ensure the HSEC curriculum remains current and graduates are strong workforce candidates.

Institutional Response

- **Commitment to EDI & Indigenization:** CS has prioritized embedding EDI and Indigenous perspectives across our program development processes and will continue to ensure these principles are reflected in curriculum design, learner support, and industry partnerships.

Looking Ahead

In alignment with the review recommendations, CS will support:

1. Transition the HSEC program toward part-time, modular delivery with stackable course options.
2. Develop shorter certificate programs that can be marketed to domestic learners and upskilling professionals.
3. Expand industry consultation through a Program Advisory Committee and targeted partnerships to ensure relevance and employability.
4. Pursue opportunities to articulate courses with peer institutions and associations to support learner mobility and credential recognition.

Date Self-Study was submitted to AQA: January 8, 2025

Date of External Review: January 2025

Signed



August 29, 2025

Connie Chong
Dean, Continuing Studies

Date

Signed



September 11, 2025

Yusuf Varachia
Vice-President, External Relations and Community Engagement

Date

Recommendations from the Self-Study and External Review this Action Plan does NOT Address.

Provide a brief rationale for why each Recommendation cannot be addressed. Add or remove rows as necessary.

Recommendation	Self-Study or External Review (include p.#)	Rationale
Increase the capacity of the administrative team to support the students in a co-op term.	External Review p. 6	May not be feasible due to budget cut.

Goal 1: Complete a competitive environmental scan to support new program development due to phasing out of post-degree diploma to pivoting to shorter/stackable programming.

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support?

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity, and Innovation: Create the Future Together
Holistic Student Engagement and Support
Transformational Learning Experiences
Social Responsibility/Community Relationships

Planned Actions: What Planned Actions will the department complete to achieve this goal? Add or remove rows as needed.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Review existing courses to ensure relevance and removing redundancy and overlap	Gemma Oropesa Tanya Tighe, Shafiq Islam, Instructors	June 2025	October 2025	Regular re-occurring meetings scheduled with the instructors to get their feedback.
Complete a deeper dive into competitive environmental scan to include competitor programs, courses, entry requirements (education, English, work experience), and PLAR options.	Gemma Oropesa	July 2025	September 2025	Aug 2025: Have consulted with Dr. Raymond Reza, Program Head of Univ of Fredericton.
Review Board of Canadian Registered Safety Professional's (BCRSP) blueprint to identify competencies required for an OHS professional with modularized lens.	Gemma Oropesa	September 2025	October 2025	Identifying the competency categories will help in the development of certificate program.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Consultation with industry partners to gain feedback for knowledge and skills needed for an OHS professional.	Gemma Oropesa	August 2025	October 2025	
Identify possible new course feasibility based on recommendations by the external review and industry consultations that's relevant for the industry. Possible options include: a. Fire Prevention & Protection b. Psychological Health & Safety c. Ergonomics d. Claims/disability management e. Safety Management Systems	Gemma Oropesa	October 2025	January 2026	
Create living document to track program/courses where EDI/Indigenization approaches are being utilized and identify additional improvements for courses/programs through these lens.	Gemma Oropesa	August 2025	Ongoing	
In reviewing the recommendations for goal 1, there are some that don't have a planned action. Suggestions to meet recommendations: - develop a stackable credential framework aligned with industry-recognized competencies and identify courses that can be modularized – was addressed and more emphasis on creation of programs will be under goal 2 - survey current and prospective domestic students to determine preferred delivery times for flexible class schedules for working professionals; pilot evening/hybrid offerings – surveys were completed as part of data collection for self study; but can look at this once new programs are developed				

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
<ul style="list-style-type: none"> - review program structure with Financial Aid to assess student loan eligibility and promote eligibility if approved – no longer applicable as program will not be offered as FT format - analyze student success and feedback related to English language proficiency requirements; benchmark against similar programs (self- study data collection was completed but addressed in deeper dive of competitors entry requirements above) - Create a curriculum map and alignment of course level outcomes with program goals, with TCDC (will include in goal 2) - establish regular curriculum meetings with instructors and industry SMEs (currently addressed above) - incorporate more opportunities for WIL (capstone project supports WIL and field trips) - investigate laddering pathways, including potential articulation/transfer at Langara/other institutions; promote laddering options to prospective students as part of career progression (yes added in – goal 2) - Explore ways the program can align with College strategic priorities for Indigenization and EDI (program has incorporated Indigenous and EDI lens but can be further developed) 				

Resources
Teaching and Curriculum Development Centre for the purpose of developing new program and/or course curriculum.
Subject matter expert for developing curriculum.

Resources

Support from CS Curriculum Program Coordinator.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Investigate shifting to a part-time, stackable delivery option to open up the program to the domestic market and to be relevant to working professionals in the OHS field.	22	4
Explore flexible class schedules that would be suitable for the working professionals	10	
Review the program learning outcomes under the lens of existing competency frameworks.		5
Reduce the number of law courses and add courses in the areas of ergonomics, fire prevention, psychological health and safety, and claims/disability management.		5
Investigate eligibility of program to be available for student loans to increase domestic interest.	10	
Review and potentially increase the English language proficiency required for program entry.		4
Consult with TCDC in curriculum support and develop curriculum map for the program.	14	
Review the program learning outcomes under the lens of existing competency frameworks.		5

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Reduce the number of law courses and add courses in the areas of ergonomics, fire prevention, psychological health and safety, and claims/disability management.		5
Hire a subject matter expert with industry specific knowledge to advise the program on industry alignment.		5
Increase opportunities for instructor collaboration, in particular with how it relates to course alignment and duplication.		6
Continuous curriculum review to ensure it reflects industry needs.	22	
Conducting instructional review to better improve the satisfaction of alumni and students.	22	
Incorporate more opportunities for work-integrated learning.	22	
Investigate laddering pathways.	22	
Increase opportunities for instructor collaboration, in particular with how it relates to course alignment and duplication.		6

Goal 2: Develop a certificate program tailored for domestic students.

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support?

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity, and Innovation: Create the Future Together
Holistic Student Engagement and Support
Transformational Learning Experiences
Social Responsibility/Community Relationships

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
From reserach from Goal 1 will support with identifying the shorter stackable programming focused certificate programs centered on specialized skill areas.	Gemma Oropesa	September 2025	January 2026	Course development may be staggered to complete a new certificate.
Consultation with industry partners to gain feedback on new programming considering part-time courses with stackable delivery option to validate alignment with industry upskilling/reskilling goals.	Gemma Oropesa	October 2025	March 2026	
Work on program development documents and EdCo documents to support shorter programming.	Gemma Oropesa and Vicky Chan Maclean	August 2025	March 2026	P.To will support with review.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Create a curriculum map and alignment of course level outcomes with program goals, with TCDC	Gemma Oropesa Vicky McLean and TCDC support	September 2025	March 2026	
Review admission/entry requirements for the shorter programming.	Gemma Oropesa	January 2026	March 2026	
Review and research articulation options.	Gemma Oropesa	January 2026	March 2026	Reach out to BC Municipal Safety Association, and JIBC (Emergency Mngt) for possible articulation.
Connect with articulation bodies/institutions once programs are approved.	Gemma Oropesa Phuoi-Linh To	January 2026	March 2026	
Continuous consultation from industry partners to gain feedback on new programming.	Gemma Oropesa	September 2025	Ongoing	
Identify a unique selling point in creating new online programming, to set it apart from other offerings in BC.	Gemma Oropesa	September 2025	December 2025	Most certificate programs in BC are offered online. How can we be unique?
Additional suggestions for action items to align with recommendations: - explore domestic program fee structure – domestic fee structure does exist for existing courses as program				

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Investigate shifting to a part-time, stackable delivery option to open up the program to a domestic market and to be relevant to working professionals in the OHS field.		4
Investigate how to align with the program with alternate financial supports such as the Future Skills Grant.		4
Investigate how best to integrate industry into program to ensure program is responding to industry needs and creating opportunities to be in field.	14	
Reduce the number of law courses and add courses in the areas of ergonomics, fire prevention, psychological health and safety, and claims/disability management.		5
Hire a subject matter expert with industry specific knowledge to advise the program on industry alignment.		5
Investigate laddering pathways.	22	
Increase opportunities for instructor collaboration, in particular with how it relates to course alignment and duplication.		6
Further review of course offerings. Understanding what specific subject/field of study students need to be an effective OHS professional	28	
Increase networking opportunities for students to support graduates entering the workforce.		7

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources
Teaching and Curriculum Development Centre for the purpose of developing new course/program including curriculum mapping.
Subject matter expert for developing curriculum.
Support from CS Curriculum Program Coordinator.

Goal 3: Build industry relations and connections.

Which [Academic Plan 2025 Lens or Lenses](#) does this Goal support?

Academic Plan 2025 Lens (only include the title of the lens)
Curiosity, Creativity, and Innovation: Create the Future Together
Holistic Student Engagement and Support
Transformational Learning Experiences
Social Responsibility/Community Relationships

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
Create and establish a Program Advisory Committee PAC	Gemma Oropesa	March 2025	April 2025	Invite from VP External Relations sent out in mid-March. Initial meeting August 18, 2025
Strengthen alignment with Board of Canadian Registered Safety Professionals BCRSP with the goal of program accreditation.	Gemma Oropesa	May 2025	Ongoing	Attended May 2025 BCRSP National Education Symposium.

Planned Actions	Led by	Begin on	Anticipated Completion	Notes
<p>Identify and build relationships with industry sectors, companies, organizations.</p> <ul style="list-style-type: none"> - Identify knowledge & skills necessary when hiring OHS specialist - identify upskilling and workforce development needs for OHS professionals <p>- explore articulating Emergency Mngt: Preparedness and Response course with JIBC's Associate Certificate in Emergency Management</p>	Gemma Oropesa	May 2025	March 2026	<p>Industries may include manufacturing, food production, Indigenous communities, health care, marine.</p> <p>PAC will help in identifying the knowledge & skills needed by an OHS professional.</p>
<p>Stay informed, connect with health & safety organizations and institutions such as:</p> <ul style="list-style-type: none"> - Health & Safety Professional Canada - Manufacturing Safety Alliance of BC - Connecting with PSI peers 	Gemma Oropesa	April 2025	Ongoing	<p>Health & Safety Professionals Canada – effective April 2025 all current students will receive free membership.</p> <p>August 2025: connected with University of Fredericton's Academic Head and sought feedback regarding some HSEC courses learning outcomes.</p>
Invite industry professional as guest speakers.	Gemma Oropesa	May 2025	Ongoing	<p>BC Hydro: Deron Colegrave, May 20, 2025</p> <p>WorkSafe BC: Christina Apsaga, Jun 17, 2025</p>
Attend networking events like Western Conference on Safety annually to create connections and be updated on OHS changes.	Gemma Oropesa	April 2025	April 2025	2025 event completed. Will be an ongoing to help promote our program.

What Self-Study or External Review Recommendations do the Planned Actions support? Check the appropriate column to indicate if the Recommendation is from the Self-Study or External Review. Add or remove rows as needed.

Recommendation	Self-Study (specify page #)	External Review (specify page #)
Investigate how best to integrate industry into program to ensure program is responding to industry needs and creating opportunities to be in field.	14	
Develop a stronger connection with industry partners in the classroom to create more opportunities for networking for the students.	6	
To develop industry/employer relations and connections	28	

What resources will be used to achieve this Goal? Indicate if existing resources will be used or if additional resources are requested.

Resources