## Intake Models and Class Size

[1. What is an Intake Model, and why is it important? 1](#_Toc79496217)

[2. Intake Model definitions 1](#_Toc79496218)

[3. Maximum number of students that may be admitted to the program 1](#_Toc79496219)

[4. What information is the PTIB looking for about the intake model and class size? 2](#_Toc79496220)

[5. Common problems with intake models in program applications 2](#_Toc79496221)

### What is an Intake Model, and why is it important?

The Intake Model is the plan and schedule you have for admitting students to a **single offering** of the program. It supports student success by ensuring students are able to take the courses in the program in an appropriate order, and with a class structure that is appropriate to the teaching methods. For example, in some programs it ensures students have the support of a cohort progressing together through the program, enabling them to do group work, partner for labs, engage in role playing exercises, etc.. In other programs this may not be important, and the intake model may be chosen to help individual students get quick access to training through more frequent starts.

### Intake Model definitions

There are two types of intake models defined in the Private Training Regulation:

*"****intermittent*** *intake model" means a student intake model in which students are admitted into a program of instruction at particular times of the year;*

In an intermittent model, a student may start only at specific points in the program. It is the appropriate model for most programs, including distance delivery using synchronous teaching methods.

Many programs have a single intake point with all students starting together. Some programs have multiple intermittent intake points, e.g. at the start of each course, or at the start of each term. Multiple intermittent intake starting points may work for programs in which courses or course blocks may be taken in any order.

*"****continuous*** *intake model" means a student intake model in which there is continuous admission of students throughout a program of instruction;*

In a continuous intake model, a student may start at *any* time. This may be appropriate for self-paced learning, distance delivery using asynchronous teaching methods, or for language training.

### Maximum number of students that may be admitted to the program

This is the highest number of students that may be enrolled in an **single offering** **or cohort** of the program, **or** (for programs with self-paced or asynchronour teaching methods) **at any one time**. This is *not* asking about how many times the program will be offered in a year.

Maximum number of students that may be admitted to the program is determined by various factors, including:

* appropriate student/instructor ratio and/or student group size for the curriculum
* size of classrooms
* space/facilities/equipment required for learning and practicing applied skills
* for distance delivery: instructor capacity, technical and tech support capacity, and administrative support capacity
* agreements with suitable hosts for programs with work experience, if applicable

### What information is the PTIB looking for about the intake model and class size?

These elements of an application tell us at what point(s) in the program students will start their studies, whether new students may be joining a program already in progress, and if so, how often and at what points, and the maximum number of students in the program at any one time.

Intake model considerations include course progression/order in which material is taught, classroom dynamics and teaching methods used, and any other consideration relevant to the specific program.

Class size considerations include student/instructor ratio, capacity of facilities and equipment, sufficiency of materials for students and instructors, classroom dynamics and teaching methods used, and any other consideration relevant to the specific program.

The Program Evaluator’s comments (if required) must confirm that this intake plan is appropriate to support student success in the program: that all students will have an equal likelihood of achieving the learning objectives no matter when they start the program or which intake they are part of.

### Common problems with intake models in program applications

PTIB staff may ask you to clarify your intake model information if:

* The maximum class size doesn’t appear to be supported by the program and/or institutional resources you have described.
* Information provided appears to refer to multiple separate offerings of the program (e.g. the total number you plan to start in a calendar year) rather than to a single offering.
* The intake model appears inappropriate for the program structure: e.g. continuous intake for an in-class or synchronous online program with courses that must be taken in a specific order.
* The information provided in the application differs from that in the Program Evaluation report; if so, we will need confirmation of the model to be used, and if it is different from what the evaluator originally reviewed, his/her confirmation that the model to be used is appropriate.

*This is not meant to be an exhaustive list of requirements relating to this subject found in the Private Training Act, Private Training Regulation, and/or Fees and Student Tuition Protection Fund Regulation.   
It is your responsibility to be aware of all regulatory requirements that apply to your business.*