<center>**BOUCHER INSTITUTE**
POLICY</center>

Policy Title: Prior Learning Assessment and Recognition Policy (PLAR)
Date of Initial Board Approval: April 15, 2019
Date of Last Approved Revision:
Person(s) Responsible for Implementation & Adherence: Admissions Committee
Related Procedures: Admissions policy, PLAR Procedure

The Boucher Institute recognizes that students may have attained significant learning at a post- secondary level from work, training and other experiences outside the formal post-secondary education system. Boucher seeks to provide recognition of previous traditional and non- traditional learning. When such learning is not recognized by formal transfer agreements, it may be recognized through Prior Learning Assessment and Recognition (PLAR). Credits granted for prior learning may be used to satisfy admission requirements to a program or the requirements for graduation.

Purpose and Scope

The purpose of this policy is to ensure a systematic and consistent process for recognizing a person's knowledge, skills and abilities for academic credit. This policy also outlines assessment methods and recognition of credits available through PLAR at Boucher

Boucher Institute will, when requested by a student and in accordance with established articulation agreements or appropriate evaluation procedures, assess learning that the student has gained through prior course work and/or life and work experiences. Where that learning can be equated to the learning outcomes or objectives of a course or program at Boucher, credit will be granted.

Departments/programs will determine whether their courses are eligible for PLAR. The assessment and evaluation of prior learning, and the determination of competency and credit awarded, will be done only by faculty who have the appropriate subject matter expertise. Only students who are admitted into Boucher may request formal recognition for prior learning.

Prior Learning Assessment Procedure

The Institute will be guided by the Guidelines for Prior Learning Assessment developed by the Provincial PLA Steering Committee and endorsed by the British Columbia Council on Admissions & Transfer.

A request for PLAR may be denied or delayed under the following situations:

- A qualified faculty assessor is not available to complete a PLAR assessment.

- ☐☐ The student's prior experience/learning is not deemed adequate to achieve a reasonable expectation of success in meeting the course(s) learning objectives/outcomes as determined by the Department Chair/Coordinator or designate.

BINM recognizes the following methods of prior learning assessment:

i. Challenge Examination: Written, oral and/or practical tests as determined appropriate by a department/program. Challenge exams are developed by the department/program in which credit is sought for courses that the department/program deems suitable for challenge. Individual course objectives/learning outcomes are assessed. A challenge exam may be the same test or exam given to students who formally attend the course. It is limited to questions that are directly related to the learning objectives/outcomes of the course.
ii. Products/Portfolio: Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment of course objectives/learning outcomes. These may include, but are not limited to, reports, computer printouts, videos that systematically provide evidence of an individual's learning experiences and accomplishments in relation to course objectives/learning outcomes. This documentation may include a self-reflection. An interview may also be required as a component of this assessment.

For each course or group of courses, the Department responsible shall specify which methods of Prior Learning Assessment the Department recommends and record these methods in the course outline. The Curriculum Review Committee must approve these methods.

The chosen assessment method(s) must be appropriate for the subject or skill area, targeted to the learning objectives, competencies, skills, or outcomes of the course, and reflective of the level of achievement expected of any student.

Detailed information about the exact requirements and assessment criteria should be shared with the applicant in preparation for the assessment. Methods other than those already identified may be considered through consultation among the program PLA advisor, the assessor, and the applicant.

Faculty or instructional staff who have expertise in the curriculum area will assess Prior Learning. The standards to be applied will be equivalent to those applied to students enrolled in the course or courses for which credit is requested.

An applicant who disputes the results of a Prior Learning Assessment may appeal that decision under the normal grade appeals process as outlined in the Student Handbook.

The credits and grade(s) achieved through PLA will appear on the transcript, whether the outcome is successful or not.