

PLAR Process, Steps & Timeline

The Prior Learning Assessment and Recognition (PLAR) process allows learners to demonstrate the knowledge and skills they have gained through work, training, or life experience for potential course credit.

The following steps outline how a PLAR request moves through the College from initial inquiry to final result.

In this process:

- **Learner or Applicant** refers to a current or prospective student seeking credit for prior learning.
- **Academic School** refers to the School, Program Coordinator, or their designate responsible for the course.
- **Advising Centre** staff provide guidance and coordinate PLAR documentation and payments.

Step 1: Initial Inquiry

- The learner contacts either their Academic School or the Advising Centre to ask about PLAR.
- They receive general information about how PLAR works and help deciding whether it is the right option for them.
When available, the Learner Guide and course outline are shared to help the learner decide if they want to continue.
- If a Learner Guide does not exist for the course, the College recommends that the program create one.

Step 2: Discussion and Decision

The learner meets with both their Academic School and the Advising Centre to:

- Discuss whether PLAR is suitable for the course,
- Discuss the method of evaluation (for example, challenge exam or portfolio), and
- Review the PLAR process and fee.
- The College strongly encourages learners to speak with both areas before deciding.
- If the learner decides to move forward, they must contact the Advising Centre to start the process.

Step 3: Payment and Eligibility

- The Advisor adds the PLAR fee to the learner's account and explains how to pay online or by phone.
- Once the fee has been paid, the learner contacts the Advising Centre to confirm.
- The Advisor then verifies the payment before the assessment begins.

Step 4: Assessment Process

Depending on the type of assessment, one of two paths is followed:

A. Challenge Exam

- The Advisor notifies the Academic School that the learner is eligible to continue.
- The Academic School and learner schedule the exam (time and location).
- The Academic School grades the exam and informs both the learner and Advising Centre of the result.
- If the learner was already enrolled in the course, the Academic School withdraws them from that course.

B. Portfolio

- The Advisor provides the learner with the *Parts of a Portfolio* handout and explains how to submit their materials.
- The learner prepares their portfolio and sends it to the Advising Centre by email.
- The Advising Centre forwards the portfolio to the Academic School for evaluation.
- The Academic School reviews the portfolio and notifies both the learner and Advising Centre of the result.
- If the learner was already enrolled in the course, the Academic School withdraws them from that course.

Step 5: Recording Results and Follow-Up

- The Advising Centre records the final grade on the learner's academic record.
- The Academic School follows up with the learner to discuss the outcome and next steps.

PLAR Application Timelines and Responsibilities

Before Course Start Date

| Who | What to Do | When |
|--|--|--|
| Applicant (Not yet enrolled in the course or applying before the start date) | Submit PLAR application. | Any time before being accepted for the course. <i>It's best to apply early for future semester courses.</i> |
| College | Confirm receipt of application and tell the applicant which assessment methods will be used (for example, exam or portfolio) | Within 5 business days. |
| Applicant | Complete and submit the assigned assessment (for example, challenge exam or portfolio). | Within 25 business days after the assessment has been assigned. |
| College | Review the assessment and share the final PLAR decision with the applicant. | Within 25 business days of receiving the completed assessment. |
| Appeal (Policy A128) Applicant | Submit Step 1 Notice of Appeal if not yet enrolled in the course for which PLAR is requested. | Within 7 business days from when the applicant became aware, or should have become aware, of the issue. |
| If the applicant wants to appeal under Appeal Policy A128 | If enrolled in the course: Submit a Step 1 Notice of Appeal If not enrolled at the College, Contact the Academic School to start the process. | Within 7 business days from when the applicant became aware, or should have become aware, of the issue. |

After the Course Starts

| Who | What to Do | When |
|---|---|---|
| Student (Currently taking the course) | Submit a PLAR application. | By the 10th day of class. <i>It's best to apply early for future semester courses.</i> |
| College | Confirm the application has been received and tell the student which assessment method(s) will be used. | Within 5 business days. |
| Student | Complete and submit the assigned assessment method(s). | Within 15 business days after the method has been assigned. |
| College | Review the assessment and share the final PLAR decision with the student. | Within 20 business days of receiving the completed assessment. |
| If appealing a decision (Policy A128) | Student: Submit a Step 1 Notice of Appeal. | Within 7 business days of finding out about the issue. |

Learner Self-Assessment

Appendix A Guidelines

The Prior Learning Assessment and Recognition (PLAR) process allows learners to demonstrate the knowledge and skills they have gained through work, training, or life experience for potential course credit.

This template provides a standardized framework that breaks down the course learning outcomes into smaller components against which the learner will be assessed.

It allows learners to reflect on their prior learning and rate their level of knowledge or skill for each component.

Instructions for Faculty: How to Use This Template:

1. Copy and paste the course learning outcomes from your course outline into the first column of the Learner Self-Assessment Table. Double-check COMMS to ensure that you are using the most recent learning outcomes.
2. If needed, break each outcome into its specific elements of performance or measurable components.
3. In the right-hand column of the template, provide a brief description or examples for the applicant to review. These may include self-reflection questions or examples of how the learning outcome could be demonstrated through prior experience.
4. Refer to the Sample PLAR Learner Guide for examples of how Evidence of Experience can be described for applicants.
5. Note that students may find generating specific examples of their learning to be difficult. Use open-ended prompts that allow them to personalize their responses and connect their experiences to course learning outcomes.
6. When completing the self-assessment, students will provide their answers in the right-hand column and indicate to what extent they are able to demonstrate a level of competence. This will overwrite the prompts that you have provided.

Instructions for Applicants: How to Complete this Self-Assessment

1. Think about your past learning and work experience that relate to each of the course learning outcomes. Use the Levels of Competence chart below to rate your current skill level.
2. In the far-right column, give specific examples or evidence that show how you can demonstrate each learning outcome.
3. When you finish the self-assessment, review your results to decide if applying for PLAR is a good option. If you rate yourself as “Excellent (3)” or “Satisfactory (2)” for all, or most of the Course Learning Outcomes, you may be ready to apply for PLAR for this course.

Levels of Competence

| Rating | Description |
|----------------|---|
| 3 Excellent | Excellent: I have a high level of knowledge or skill in this area, I can transfer it to other situations, and I could teach this to others. |
| 2 Satisfactory | Satisfactory: I have a good knowledge of, or can perform this skill without assistance. I consider myself competent. |
| 1 Limited | Limited: I have some knowledge or ability with this knowledge/skill. I need some assistance in using the outcome. |
| 0 None | I have no experience with this knowledge/skill. |

Learner Self- Assessment Table

| Learning Outcome | 3. Excellent | 2. Satisfactory | 1. Limited | 0. No Experience | Evidence of Experience |
|--|---------------------|-----------------|------------|------------------|--|
| | Level of Competence | | | | |
| LO1- <i>copy and paste from course outline</i> | | | | | <i>Faculty: Provide a description of what the Learning Outcomes may look like.</i> <i>Applicants: Provide examples of how your experience and knowledge demonstrates the learning outcomes.</i> |
| LO2 | | | | | |
| LO3 | | | | | |
| LO4 | | | | | |
| <i>Add additional rows as required</i> | | | | | |

Scoring this Self-Assessment

If you have rated yourself as 'Excellent' (3) or 'Satisfactory' (2) in 75% or more of the Course Learning Outcomes, you may be a good candidate for PLAR. Contact an Admissions and Pathways Advisor at the Office of the Registrar to learn more about next steps.

Requesting a PLAR Learner Guide

The PLAR Learner Guide is a resource to help candidates and students decide whether to attempt to PLAR a specific course.

PLAR Learner Guides are developed by faculty and include generic PLAR information, a student self-assessment and a standardized PLAR assessment appropriate to the course learning outcomes.

Guides and templates are available from Quality Partnerships in the Centre for Teaching and Learning to help faculty prepare their Learner Guides.

Learner guides should be made available for as many credit courses as possible.

Outcomes of Learner Guide Development

The on-demand PLAR Learner Guide development process ensures that each guide supports students and faculty consistently across the College.

This process results in:

- Consistent, transparent, and accessible PLAR information for students
- Increased awareness and communication for faculty
- Timely support to faculty in the development of PLAR plans
- Efficient and standardized development of PLAR assessments
- Resources focused on courses with PLAR demand
- Alignment with [Policy A124 PLAR timelines](#)

Steps to Learner Guide Development

1. Advising Centre receives PLAR inquiry for a course from a learner
 - a. If a Learner Guide exists, it will be sent to the student
 - b. If a Learner Guide does not exist, Advising will notify the Academic School and Quality Partnerships that a Learner Guide needs to be created
2. Quality Partnerships will work with the Academic School to provide templates and support the development of the Learner Guide
3. The Academic School uploads the completed Learner Guide to COMMS and notifies Quality Partnerships
4. Advising accesses the Learner Guide through COMMS and can share it with PLAR applicants

What courses need Learner Guides?

- The Minister's Binding Policy Directive requires PLAR "to be made available for as many credit courses as possible in programs of instruction in which enrolment is eligible for funding through the general purpose operating grant. If a credit course is to be excluded from PLAR, the reasons and considerations should be clearly documented for the student."
- Recommendations from the CQAAP involve enhancing communication and awareness of PLAR.
- Detailed PLAR timelines are indicated in Policy A124, Standard 2.

Prior Learning Assessment and Recognition (PLAR) Learner Guide



FANSHAWE

Prior Learning Assessment
and Recognition

Course Name:

Course Number:

Credit Hours:

Date:

Prepared By:

Faculty Notes:

- *This Learner Guide helps students understand how to prepare and submit evidence of prior learning to request PLAR credit for this course.*
- *Write instructions in clear, plain language. Avoid academic jargon or complex terminology.*
- *Please read through the learner guide to ensure information is complete before sending it to the learner.*
- *Ensure that PLAR assessment expectations directly reflect the course learning outcomes.*
- *Provide examples where possible to help learners understand the type and level of evidence required.*
- *For additional resources, templates, and support, visit the Quality Partnerships SharePoint Site.*
- ***Any text in italics indicates instructions for faculty. They can be deleted once the section is complete.***
- *Once complete, save this as a PDF and upload it to COMMS. Instructions available on the Quality Partnership SharePoint Site.*

Information for Learners

Purpose of this Guide

This guide helps you decide if you should apply for PLAR for this course and explains what to do next.

What PLAR is:

PLAR lets you earn course credit by showing what you already know and can do from work, volunteering, military service, or other experience.

Is PLAR a match for me?

- ✓ I can show that I meet most course learning outcomes.
- ✓ I have recent, authentic evidence of my learning.
- ✓ I am ready to complete an assessment.

Steps

1. Read the Course Learning Outcomes.
2. Complete the Self-Assessment in Appendix A.
3. If you meet about 75 percent of the outcomes, contact the Advising Centre.
4. Submit your PLAR application and fee.
5. Complete the assessment described in this guide.

Support

Advising Centre, Office of the Registrar, Room E1012
Phone: 519-452-4277
Email: advising@fanshawec.ca

Important notes

PLAR is different from Credit Transfer. Credit Transfer uses previous formal post-secondary courses.

Fees are non-refundable once an assessment begins.

PLAR Basics

What is PLAR?

PLAR is the assessment of your prior learning for college credit. Learning may come from jobs, community work, the military, or self-study. You must show you meet the course learning outcomes.

PLAR vs Credit Transfer

- PLAR: evaluates informal and non-formal learning.
- Credit Transfer: evaluates formal post-secondary courses from recognized institutions.

Policy

[Fanshawe's Policy A124 Recognition of Prior Learning](#) guides how PLAR works.

Professional designations

If a course connects to an external designation or license, contact the credentialing body to confirm how PLAR results are recognized.

Status and Eligibility

Domestic students

If PLAR credits reduce your course load to part-time, OSAP eligibility may change. Contact the Advising Centre to understand your options.

International students

PLAR may shorten your program, create a non-registered term, or reduce you to part-time. These changes can affect your Post-Graduation Work Permit eligibility or length.

The International Office can advise but cannot approve PLAR decisions or guarantee PGWP outcomes. Book an appointment with a Student Life Coordinator through the International Office site.

Important

Immigration, Refugees and Citizenship Canada does not formally recognize PLAR. Decisions about work permits are made by IRCC officers.

Administrative Details for Learners

Grades and transcripts

- The minimum passing grade for the course applies to PLAR.
- Your transcript will show the result the same way as if you took the course. In some cases, a successful result may appear as Pass.

Graduation requirements

- You must meet program residency requirements and the program GPA requirement.

Fees and refunds

- There is a fee for each PLAR attempt.
- Fees are non-refundable after an assessment begins, or if you switch from PLAR to taking the course.
- You can find the current PLAR fee on the [Fanshawe PLAR Website](#).

Before you apply

Use this checklist:

- I read the Course Description and Course Learning Outcomes.
- I completed the Self-Assessment in Appendix A.
- My experience matches most course outcomes.
- I can provide recent, authentic evidence of my skills or complete a challenge evaluation.
- I spoke with the Advising Centre and understand fees and timelines.

Instructions:

- Review this Learner Guide and complete the Learner Self-Assessment in Appendix A before deciding whether to apply for PLAR.
- Discuss the PLAR process with an Admissions and Pathways Advisor in the Advising Centre. If possible, also contact the Program Coordinator or another Subject Matter Expert in the program to discuss your intention to make a PLAR attempt.
- There is a PLAR application fee per course. This fee applies to both the challenge evaluation and the portfolio assessment. To see the current PLAR fee, visit: <https://www.fanshawec.ca/admissions/mature-and-transfer-applicants/mature-applicants/prior-learning-assessment-recognition-1>
- If you fail to prove that you can reliably demonstrate the learning outcomes, you are not eligible for a refund. If you have paid for a challenge evaluation and then decide to take the course instead, you are not eligible for a refund.
- To proceed with your PLAR application, contact an Admissions and Pathways Advisor:
 Advising Centre
 Office of the Registrar (Room E1012)
 Phone: (519) 452-4277
 E-mail: advising@fanshawec.ca

Course Information

Course Code: Course Name:

1. Course Description

Insert the approved course description from the course outline

2. Course Learning Outcomes

Insert the course learning outcomes from the course outline

3. Course Resources

Insert the course resources (books, readings, supplementary resources) as listed on the course outline

4. Method of PLAR for this Course

From the course outline, indicate the approved method of PLAR for this course

Appendix A: PLAR Learner Self-Assessment

- A faculty member who knows the course well has chosen a short self-assessment for you to complete.
- This self-assessment will help you decide whether to apply for PLAR by showing how your past learning and experience match the course requirements.
- Complete the self-assessment and check your answers using the instructions or answer key provided.
- The College recommends that your prior learning should meet at least 75% of the course learning outcomes before you apply for PLAR.

Instructions for Faculty:

Complete this section by adding questions to help applicants decide whether to move forward with their PLAR application.

The self-assessment should help learners understand how well their prior knowledge and experience align with the course learning outcomes. It should not be graded or used as the official PLAR assessment.

When completing this section, ensure the language is clear and learner-friendly. Avoid jargon and provide brief instructions so applicants understand how to complete the activity.

A complete sample Learner Guide is available on the Quality Partnerships SharePoint site.

--

How to Complete this Self-Assessment

- Think about your past learning and work experience that relate to each of the course learning outcomes. Use the Levels of Competence chart below to rate your current skill level.
- In the far-right column, give specific examples or evidence that show how you can demonstrate each learning outcome.
- When you finish the self-assessment, review your results to decide if applying for PLAR is a good option. If you rate yourself as “Excellent (3)” or “Satisfactory (2)” for all, or most of the Course Learning Outcomes, you may be ready to apply for PLAR for this course.

Levels of Competence

| | |
|---|---|
| 3 | Excellent: I have a high level of knowledge or skill in this area, I can transfer it to other situations, and I could teach this to others. |
| 2 | Satisfactory: I have a good knowledge of, or can perform this skill without assistance. I consider myself competent. |
| 1 | Limited: I have some knowledge or ability with this knowledge/skill. I need some assistance in using the outcome. |
| 0 | I have no experience with this knowledge/skill. |

| Learning Outcome | 3. Excellent | 2. Satisfactory | 1. Limited | 0. No Experience | Evidence of Experience |
|--------------------------------|---------------------|-----------------|------------|------------------|------------------------|
| | Level of Competence | | | | Descriptions |
| LO1 | | | | | |
| LO2 | | | | | |
| LO3 | | | | | |
| LO4 | | | | | |
| LO5 | | | | | |
| <i>Add more rows as needed</i> | | | | | |

Appendix B: PLAR Assessment Method and Instructions

This section describes how your prior learning will be assessed if you decide to move forward with your PLAR application. It explains what you will need to do or submit to show that your previous knowledge and experience meet the course learning outcomes.

Read these instructions carefully so you understand the assessment method, what evidence is required, and how your work will be evaluated.

--

Instructions for Faculty:

Complete this section by describing the PLAR assessment method used for this course and providing clear instructions for learners.

When completing this section, you should:

- *Identify the assessment method that best fits the course (e.g., challenge exam, portfolio, project, demonstration, interview, or written assignment). See table below for different types of assessments and what information to include.*
- *Write short, clear, and student-friendly instructions explaining what the learner must do, prepare, or submit.*
- *Confirm that all course learning outcomes are addressed through the assessment.*
- *Include or reference rubrics, checklists, or marking criteria to ensure learners understand how their work will be evaluated.*
- *Use plain language and avoid academic or technical jargon whenever possible.*

This section ensures that learners have a clear understanding of what to expect in the PLAR process and that the assessment aligns with course expectations and college policy.

| Assessment Method | Definition | What to include in Appendix B? |
|-----------------------------|---|--|
| Challenge Evaluation | <p>A method of assessment, developed and evaluated by a subject matter expert, to measure an individual's learning against course or program learning outcomes (LO).</p> <p>The process measures the PLAR applicant's demonstrated learning through one or more written and/or non-written evaluation methods, including:</p> <ul style="list-style-type: none"> • Written or Oral Exam • Assignment / Project • Skill Demonstrations / Simulations / Observations • Structured Interviews • Verification of Learning from an Employer | <ul style="list-style-type: none"> • Written/oral exam: Relevant instructions such as what the learner must do to make arrangements to complete the test or exam • Assignment/project: What LOs will be evaluated; What is required to complete the assignment; Timeline (if there is one) for submitting the assignment • Skill Demonstration: What LOs will be evaluated during the skills demonstration; How long and where assessment will be, what equipment, supplies, etc. are required; What the learner must do to make arrangements to complete the demonstration • Interview: What LO will be evaluated; What the learner must do to make arrangements to complete the test or exam, how long it will take and where it will take place. • Verification of learning: Outcomes/ learning to be validated by employer; Timeline (if there is one) for submitting the verification. Description of who is suitable to verify learning. |
| Portfolio | <ul style="list-style-type: none"> • A method of assessment that involves the evaluation of an organized collection of materials developed by a learner that records learning achievements and relates them to the achievement of stated learning outcomes of College courses or programs. • Students should provide context and details about the materials including an indication of what was learned and how. | <ul style="list-style-type: none"> • A list of items required in a portfolio • A rubric for assessing the portfolio contents • Timeline for submitting portfolio. Refer to Policy A124 - Standard 2 for College PLAR timelines. |

COURSE OUTLINE MAPPING AND MANAGEMENT SYSTEM (COMMS)

Uploading and Retrieving PLAR Learner Guides

This user guide provides instructions on how to upload and retrieve PLAR learner guides to COMMS3, the central course management repository. This guide was last updated in November 2025.

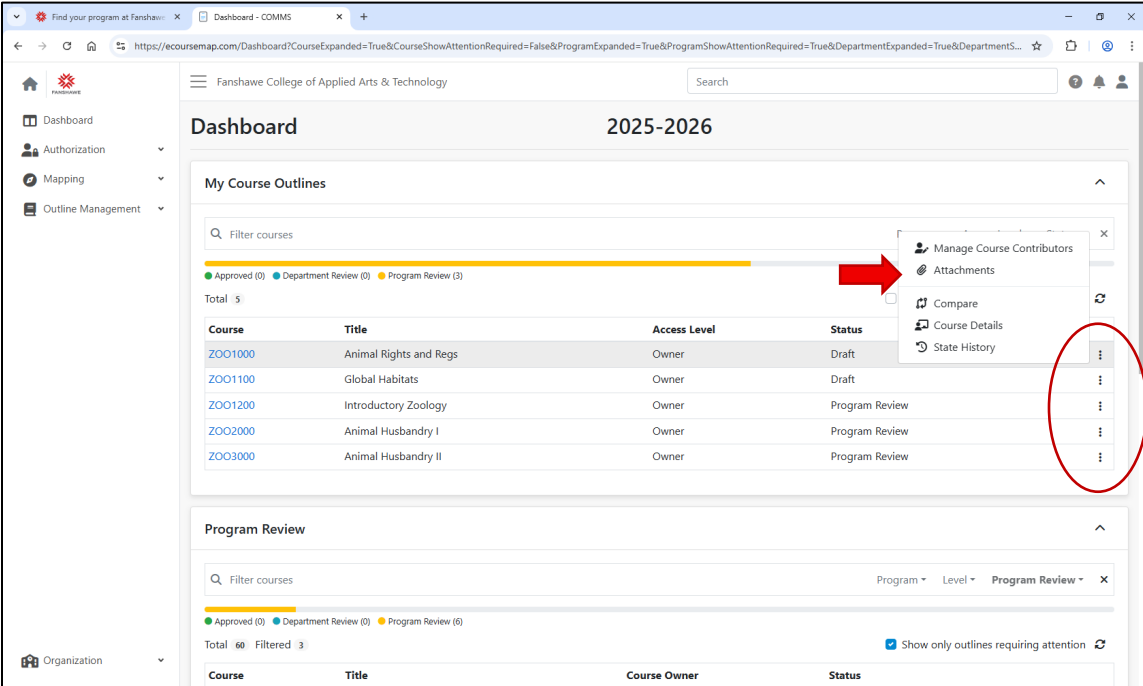
Logging into COMMS

Navigate to <https://ecoursemap.com>

On the login screen click 'Continue with Microsoft' and sign in using your Fanshawe credentials

Uploading Learner Guides

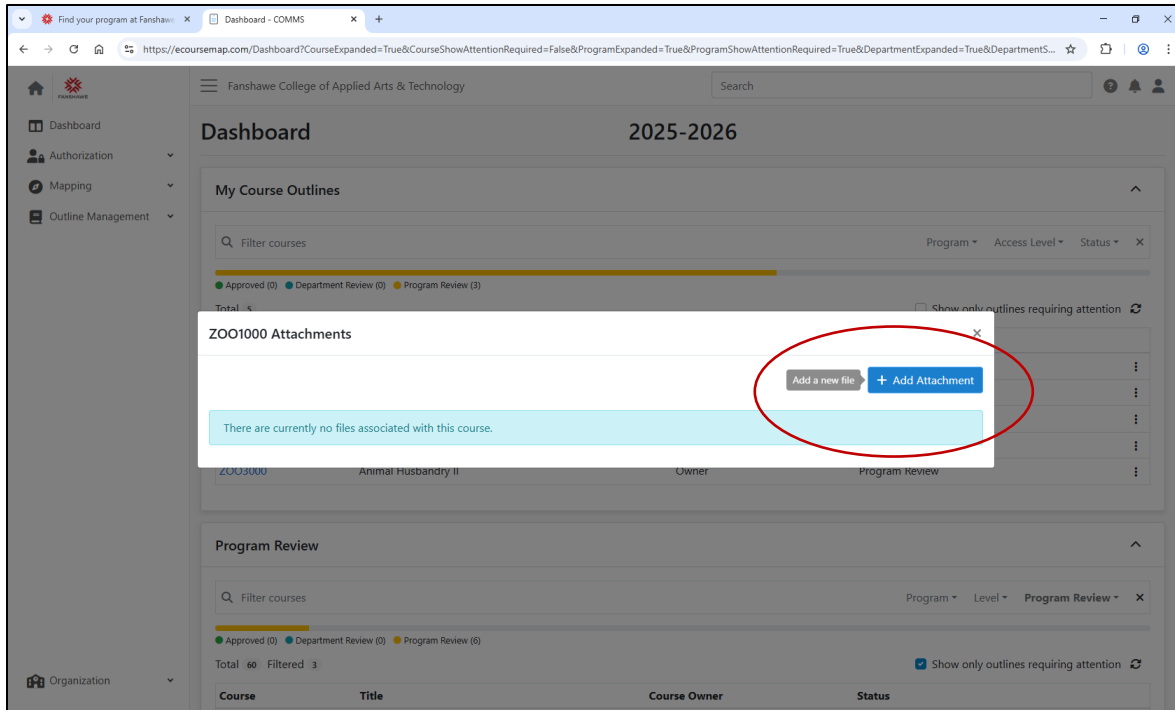
From the Dashboard, locate the course you would like to upload a PLAR learner guide document to. Select the three vertical dots at the end of the row for the course you have chosen. Select "Attachments" and then click "Add Attachment".



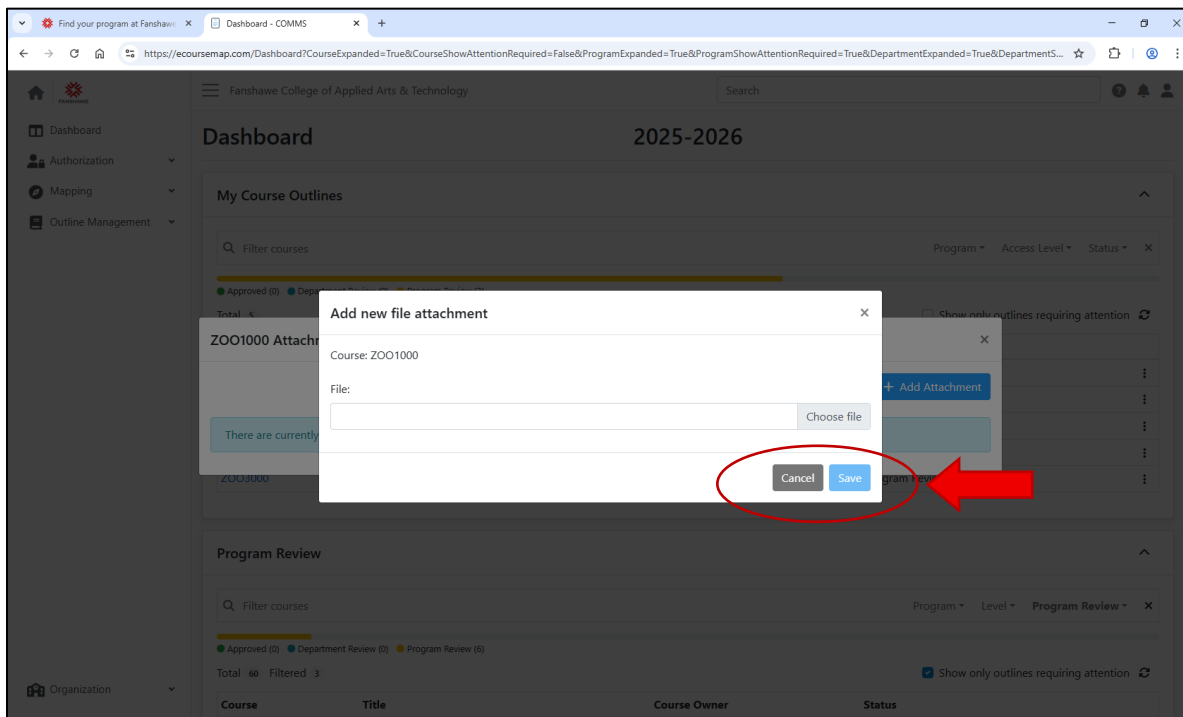
The screenshot shows the 'Dashboard - COMMS' interface for the 2025-2026 academic year. The main section is 'My Course Outlines', which includes a search bar and a table of courses. A red arrow points to the 'Attachments' option in a context menu that appears when clicking the three vertical dots at the end of a course row. The table lists the following courses:

| Course | Title | Access Level | Status |
|---------|------------------------|--------------|----------------|
| ZOO1000 | Animal Rights and Regs | Owner | Draft |
| ZOO1100 | Global Habitats | Owner | Draft |
| ZOO1200 | Introductory Zoology | Owner | Program Review |
| ZOO2000 | Animal Husbandry I | Owner | Program Review |
| ZOO3000 | Animal Husbandry II | Owner | Program Review |

Below the course outlines is a 'Program Review' section with a search bar and a table with columns for 'Course', 'Title', 'Course Owner', and 'Status'. The interface also shows navigation options like 'Dashboard', 'Authorization', 'Mapping', and 'Outline Management' on the left sidebar.



Click "Choose file" and locate the file you would like to upload.
Click "Open" to select the document.



Click "Save" to upload the document.
The selected file will upload. Click the "X" in the right corner of the "Add new file attachment" box to exit the attachment menu.

Downloading Current Learner Guides

To view current PLAR learner guides, From the Dashboard, locate the course you would like to view a PLAR learner guide for. Click the three vertical dots at the end of the course row. Select “Attachments.”

The screenshot shows the 'My Course Outlines' section of the dashboard for the 2025-2026 academic year. A table lists five courses with their titles, access levels, and statuses. A dropdown menu is open for the course ZOO1000, showing options like 'Manage Course Contributors', 'Attachments', 'Compare', 'Course Details', and 'State History'. A red arrow points to the 'Attachments' option, and a red circle highlights the three vertical dots at the end of the course row.

| Course | Title | Access Level | Status |
|---------|------------------------|--------------|----------------|
| ZOO1000 | Animal Rights and Regs | Owner | Draft |
| ZOO1100 | Global Habitats | Owner | Draft |
| ZOO1200 | Introductory Zoology | Owner | Program Review |
| ZOO2000 | Animal Husbandry I | Owner | Program Review |
| ZOO3000 | Animal Husbandry II | Owner | Program Review |

Select the three vertical dots and select download:

The screenshot shows the 'ZOO1000 Attachments' dialog box. It contains a table with one attachment: 'plar learner guide - comms.docx', uploaded by 'smorrison@FanshaweC.ca' on '11/26/2025 14:51:00'. A dropdown menu is open for this attachment, showing 'Download' and 'Delete' options. A red arrow points to the 'Download' option, and a red circle highlights the three vertical dots at the end of the attachment row.

| File Name | Uploaded By | Upload Date |
|---------------------------------|------------------------|---------------------|
| plar learner guide - comms.docx | smorrison@FanshaweC.ca | 11/26/2025 14:51:00 |

Faculty Guide: Assessing a PLAR Portfolio

Appendix B Guidelines

The Prior Learning Assessment and Recognition (PLAR) process allows learners to demonstrate the knowledge and skills they have gained through work, training, or life experience for potential course credit.

As a faculty member, your role in the PLAR (Prior Learning Assessment and Recognition) process is to evaluate whether a student's prior learning meets the academic standards of a specific course. This guide will walk you through the assessment process, using a structured approach to ensure fairness, consistency, and academic integrity.

Students are required to submit all of the documentation requested in Appendix B of the PLAR Learner Guide.

Step-by-Step Assessment Process

Step 1: First Impressions

Begin by reviewing the portfolio as a whole. Ask yourself:

- ✓ Is the submission organized and easy to follow?
- ✓ Does it clearly identify the course(s) for which credit is being requested?
- ✓ Does it show a serious, reflective effort by the student?
- ✓ Is any information missing, incomplete, or appear to be fabricated?

Example:

The portfolio includes a table of contents, an introductory statement linking prior learning to the course outcomes and clearly labeled sections. This gives a positive first impression and shows the student understands the purpose of the portfolio.

Step 2: Evaluate the Credit Request

Review the student's rationale for requesting credit:

- ✓ Are each of the course learning outcomes clearly and thoroughly addressed?
- ✓ Is there appropriate documentation and an indication that the student has demonstrated learning?

Example:

For a course on project management, a student submits a reflective statement tied to each of the course learning outcomes. They also include meeting minutes, Gantt charts, and a letter of verification from a supervisor confirming their leadership role.

Step 3: Apply the Evidence Standards

Use the following seven criteria to evaluate each piece of evidence. Consider how they apply collectively across the portfolio. A rubric is included on the next page that can be used for reviewing a portfolio.

| Standard | Definition | Example |
|---------------------|--|---|
| Validity | Evidence clearly links to the course learning outcomes. | A marketing plan submitted for a business communications course includes a target analysis. |
| Sufficiency | Enough evidence is presented to make a confident decision. | More than one example from different projects shows sustained application of skills. |
| Authenticity | Evidence must be the student's own work. | Signed statements or project files clearly created by the student are included. Letters of reference verify the work that has been done by the student. |
| Currency | Knowledge/skills are recent or have been used recently. | A portfolio should normally include relevant examples from the past 12 months. |
| Directness | Firsthand evidence is preferred over indirect (e.g., letters of reference alone are not enough). | A report written by the student is stronger than a colleague's testimonial. Students should provide evidence of what they learned and how they have applied their learning. |
| Breadth | The portfolio shows learning that covers a range of skills/knowledge. | Examples show not just technical knowledge but also problem-solving and collaboration in line with the course learning outcomes. |
| Quality | The materials are well-developed, professional, and relevant. | The documentation is clearly written, well-organized, and tailored to the credit request. |

Step 4: Make a Decision

After reviewing the evidence and applying the above standards, determine your next steps:

- ✓ Award the credit if the learning is demonstrated and aligned with course outcomes.
- ✓ Deny the credit if the evidence does not meet standards or outcomes.
- ✓ Request more evidence if gaps exist but the student shows promise.
- ✓ Schedule an interview to clarify details or confirm understanding
- ✓ Recommend a challenge assessment (e.g., exam, demonstration) if portfolio evidence is incomplete or unclear.

Evidence Standards Rubric

| Criterion | Exemplary (3) | Proficient (2) | Developing (1) | Limited (0) |
|--|--|---|---|---|
| Validity (Relevance of evidence to course learning outcomes) | Evidence directly aligns with all course learning outcomes and demonstrates a clear understanding of key concepts, skills, and theories. Reflection shows accurate application of discipline-specific knowledge. | Evidence is mostly aligned with course outcomes and demonstrates understanding of key concepts, though minor connections may be implicit or uneven. | Evidence somewhat relates to course outcomes but is vague, incomplete, or lacks clear linkage to the stated learning. | Evidence does not align with course outcomes or fails to demonstrate relevant learning. |
| Sufficiency (Quantity and depth of evidence) | Multiple, diverse pieces of evidence fully demonstrate learning for each outcome. Depth of reflection and documentation clearly supports independent achievement of outcomes. | Enough evidence is provided to support most learning outcomes. Some areas could benefit from additional documentation or depth of explanation. | Limited or uneven evidence. Some outcomes are addressed minimally or not at all. | Insufficient evidence. Outcomes are unsupported or lack proof of learning. |
| Authenticity (Proof that the work is the learner's own) | Evidence includes clear indicators of authorship (e.g., signed letters, identifiable documents, authored work). All materials are credible and verifiable. | Most evidence appears authentic, with some indirect or secondary documentation. Minimal risk of misattribution. | Some uncertainty regarding authorship or contribution. Limited verification. | Evidence lacks credibility or cannot be verified as the learner's own work. |
| Currency (Recency and relevance of learning) | Evidence demonstrates learning within the past five years or shows clear, ongoing application of knowledge and skills. Older evidence is contextualized effectively. | Evidence is mostly recent (within 5–10 years) and remains relevant. Some examples may require updating or contextual explanation. | Evidence is dated and only partially relevant to current standards or practices. | Evidence is outdated or obsolete with no demonstration of ongoing relevance. |
| Directness (Extent to which evidence shows) | Evidence clearly demonstrates the learner's direct participation or authorship | Some evidence is direct; other examples are descriptive or supported | Evidence is mostly indirect or observer- | Evidence is entirely indirect or reflective of others' work, with |

| Criterion | Exemplary (3) | Proficient (2) | Developing (1) | Limited (0) |
|--|--|--|--|---|
| firsthand demonstration of skills) | (e.g., work samples, original documents, firsthand reflections). | through secondary sources (e.g., supervisor statements). | based; limited firsthand demonstration. | no direct demonstration. |
| Breadth (Range of knowledge and skills demonstrated) | Evidence demonstrates a comprehensive range of cognitive, technical, and interpersonal skills across multiple course outcomes. | Evidence demonstrates a reasonable range of skills, with some emphasis on one domain over others. | Evidence focuses narrowly on one aspect of learning, lacking balance across skills or competencies. | Evidence demonstrates minimal range or depth of learning. |
| Quality (Overall clarity, organization, and professional presentation) | Portfolio is polished, coherent, and professional. Documents are well-organized, labelled, and free from major errors. Reflections show high critical thinking and connection to theory. | Portfolio is well-organized and clear, with some minor errors or inconsistencies. Reflections show understanding but may lack depth. | Portfolio shows effort but is inconsistently organized or lacks polish. Reflections are brief or descriptive rather than analytical. | Portfolio is disorganized or incomplete. Reflection and documentation are unclear or missing. |

Scoring Guidance

Exemplary (3): Exceeds PLAR standards; evidence demonstrates full achievement of learning outcomes.

Proficient (2): Meets PLAR standards; sufficient for credit recommendation.

Developing (1): Partial demonstration; may require supplemental assessment or clarification.

Limited (0): Insufficient demonstration; does not meet PLAR standards for credit.

Suggested Use

- Assessors may use this rubric alongside the portfolio evaluation form to document judgments and maintain consistency.
- A weighted total score can be used if desired (e.g., 70% of criteria at Proficient or higher = Credit Recommended).
- The rubric can also serve as a feedback tool for faculty development or for communicating expectations to students.

Appendix A: Sample Completed Assessment

Course: BUS 201/ Principles of Management

Student Name: Jane Doe / Fanshawe ID 999999

Portfolio Summary: Student seeks credit based on eight years of supervisory experience in a manufacturing setting and completion of in-house leadership and performance management training. The portfolio includes a resume, letter of employment verification, performance evaluations, professional development records, and reflective statements mapping learning outcomes to workplace experience.

| Assessment Question | Response |
|--|---|
| 1. Initial Impressions | The portfolio is well-organized, clearly labeled, and easy to navigate. It includes a professional title page, table of contents, and concise summaries for each section. Reflective narratives demonstrate self-awareness and connect experiences to management theory (e.g., leadership styles, communication, and motivation). The student demonstrates professional presentation and attention to detail, which supports credibility. |
| 2. Are learning outcomes addressed? | Yes. All course learning outcomes are listed and mapped to evidence. The mapping table shows how prior learning aligns with topics such as planning, organizing, leading, and controlling. Reflections are written in the student's own words and include practical examples of supervisory responsibilities. |
| a. Learning vs. Experience | The student distinguishes between job duties and learning by describing insights gained through experience. For example, she explains how adapting leadership approaches at her employer (Company X) improved employee engagement and productivity, demonstrating an understanding of management principles beyond task performance. |
| b. Verification of Learning | Verification includes signed supervisor letters that confirmed her role, completed internal training certificates (Leadership Foundations (Company Y), Conflict Resolution (Company Z)), and annual performance reviews that describe her effectiveness in coaching and team management. Documents are authentic and align with the student's written reflections. |
| 3. Evidence Standards | |
| a. Validity | Evidence directly supports the course's key concepts and theories (e.g., management functions, organizational behavior, decision-making). The student references practical applications consistent with textbook materials such as planning processes and motivation theories. |

| | |
|------------------------|---|
| b. Sufficiency | The quantity and variety of documents demonstrate a comprehensive record of learning. Each learning outcome is supported by at least two forms of evidence (reflective statement and supporting document). |
| c. Authenticity | Authorship and participation are verified through employer documentation and identifiable examples (meeting notes, signed memos, and reports written by the applicant). |
| d. Currency | Most artifacts are from the past two years, showing ongoing learning and professional relevance. Older materials are appropriately contextualized to demonstrate continuity of skills. |
| e. Directness | Evidence is firsthand and demonstrates the learner's own contribution to management activities, rather than observation or group work only. Examples include performance reports and staff schedules developed by the applicant. |
| f. Breadth | Portfolio illustrates a wide range of competencies, including technical management skills (scheduling, budgeting), interpersonal skills (coaching, feedback, conflict resolution), and strategic understanding (goal setting, team performance metrics). |
| g. Quality | Evidence is clear, credible, and well-presented. Reflections link experience to recognized management frameworks. Documentation quality (layout, grammar, and professionalism) is consistent with post-secondary standards. |
| 4. Decision | Credit awarded for BUS 201 – Principles of Management. The student demonstrates full achievement of all course learning outcomes. The portfolio exceeds minimum standards for authenticity, validity, and sufficiency. No additional assessment is required. Assessor comments emphasize the strength of reflective writing and integration of theory and practice. |

You may choose to include the Evidence Standards Rubric, but it is not required.