

École de
sténographie
judiciaire
du Québec

INSTITUTIONAL LEARNING ASSESSMENT POLICY

(ILAP)

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PREAMBLE

In accordance with Article 25 of the College Education Regulations (CER) and upon the recommendation of the Commission d'évaluation de l'enseignement collégial (CEEC), the École de sténographie judiciaire du Québec (ESJQ, or the School) has moved to revise its Institutional Learning Assessment Policy (ILAP). This multi-purpose policy aims, for one, to inform the students and staff of ESJQ and the general public of attention paid by the School to learning assessment. Additionally, the policy aims to ensure intra-institutional coherence among all those who participate, directly or indirectly, in the learning assessment process.

The policy is founded upon several articles of the CER and on principles emphasizing respect for students. Every student has the right to fair and equitable assessments which adequately and precisely measure the achievement of objectives and standards put forth by the School. Supporting student success with the goal of achieving competency is a primary objective, and one that characterizes a high-quality training program, as do meaningful assessment activities.

1. OBJECTIVES

The Institutional Learning Assessment Policy (ILPA) pursues the following objectives:

- 1..1 Establish a general framework for learning assessment
- 1..2 Contribute to orienting the student in their learning activities.
- 1..3 Ensure coherence of learning assessment practices
- 1..4 Ensure every student's right to fair, equitable, and transparent assessment.
- 1..5 Inform all individuals and pertinent organisations (Commission d'évaluation de l'enseignement collégial, ministère de l'Éducation et de l'Enseignement supérieur, etc.) of the learning assessment practices that the School has put in place.
- 1..6 Align current learning assessment practices while fostering and structuring equivalence of assessment methods from one instructor to the next, and from one course to the next.
- 1..7 Improve the quality of learning through coherent, valid, precise, and legitimate assessment.
- 1..8 Evaluate how responsibility is shared among various stakeholders (instructors, professionals, administration) involved in learning assessment at the School.
- 1..9 Ensure the validity of the degree conferred by the School.

- 1..10 Identify the rights and recourses of students with regards to learning assessment and ensure the respect of these on the basis of the Complaint Management and Processing Policy.
- 1..11 Ensure the precision, relevance, coherence, and equivalence of formative and summative evaluation practices and activities in each course and across all courses in the program.

2. PRINCIPLES AND ORIENTATIONS

- 2.1 Assessment measures learning progress.
- 2.2 Formative and summative learning assessment happen continuously.
- 2.3 Students have the right to be assessed in a fair and equitable way.
- 2.4 The primary responsibility for a student's learning belongs to that student.
- 2.5 Assessment is an integral part of planning and delivering courses.
- 2.6 Assessment considers the context in which learning has taken place.
- 2.7 Learning assessment enables students to take part in a continual learning process.
- 2.8 Evaluation tools meet certain quality standards: they are transparent, fair, coherent, relevant, precise, and valid.
- 2.9 Learning assessment demonstrates institutional coherence with regards to evaluation practices.
- 2.10 Student learning assessment evaluates their attainment of objectives set by the program; it is established according to success standards determined by the School.
- 2.11 Learning is assessed for each course and for the ensemble of courses for the program in which a student is enrolled (CER, Art. 27).

- 2.12 Assessment is transparent; evaluation criteria for pedagogical activities are known in advance and are written in the course outline.

- 2.13 Teaching and learning objectives align with assessment objectives.

- 2.14 Assessment tools should provide meaningful results for the students.

- 2.15 Assessment includes explicit and formal feedback for the student on their qualitative and quantitative results.

3. DEFINITIONS

3.1 Learning Activities

The collection of activities carried out by the student, in class and out of class, with the purpose of acquiring new knowledge, developing attitudes and aptitudes, and reaching the training objectives that the School offers.

3.2 Teaching Activities

The collection of pedagogical activities undertaken by instructors with the purpose of advancing student learning.

3.3 Competency

Knowhow based on efficient mobilisation and use of a collection of resources. Competency cannot be dislocated from the situations and contexts in which is it called into action. (MEQ, Cadre de référence, 2002)

3.4 Performance Context

Conditions into which the student will be placed in order for them to demonstrate acquisition or mastery of a competency.

3.5 Course

Collection of learning activities to which credits are assigned (CER, Art.1).

3.6 Precision

Quality of a measurement tool whose results remain stable across different tests of the same subjects under identical conditions (MEQ).

3.7 Objective

Competency, skill, or knowledge to be acquired or mastered (CER, Art.1).

3.8 Ministerial Objectives

Objectives defined by the ministère de l'Éducation et de l'Enseignement supérieur (MEES) in the framework of development or revision of a program of studies.

3.9 Weighting

Number of hours per week a student should devote to completing the work and integrating the material taught in a given course. The first number represents the number of course hours (instructor-led activities), the second number indicates the number of hours of hands-on work in the form of learning activities (lab work, internship, etc.), and the third number specifies the number of hours of personal work.

3.10 Program

The integrated collection of learning activities with the purpose of achieving training objectives set out by predetermined standards. (CER, Art.1).

3.11 CER

College Education Regulations, General and Vocational Colleges Act (Chapter C-29, s. 18, 2014 version).

3.12 Standard

Performance level considered to be the threshold for success after which point an objective is considered to have been achieved (CER, Art.1).

3.13 Credit

Unit of measure equivalent to 45 hours of learning activities (CER, Art.1).

3.14 Validity

Quality of a test or exam that measures that which it claims to measure (definition translated from Legendre, Dictionnaire actuel de l'éducation, 1993).

4. FUNDAMENTAL CONCEPTS

4.1 Learning Assessment

Learning assessment is a process that allows an instructor to clearly and fairly judge the value of learning achieved by the student. To do so, the instructor may use objective information on covered subject matter, gathered using meaningful measurement tools, and may make fair interpretations of this information with the help of preestablished criteria. The instructor's judgement guides decision-making with respect to passing a course or to any other corrective action deemed necessary to the pursuit of learning. Learning assessment entails four steps: measurement, interpretation, judgement, and decision-making.

4.2 Criterion-referenced Interpretation

Criterion-referenced interpretation aims to describe a student's capabilities, without considering the performance of others, based on preestablished criteria aligned with course objectives.

4.3 Learning Measurement

Learning measurement consists of assigning a qualitative and quantitative value to observed performance resulting from a learning process.

4.4 Modes of Assessment

Modes of assessments are based on the pedagogical strategies from which the students are evaluated. Case studies, tests, individual assignments, and group assignments are all examples of modes of assessment that may be chosen depending on the objectives to be reached, the means to reach them, and their efficacy in measuring the targeted learning.

4.5 Assessment Quality

The quality of the measurement tools used to verify attainment of standards defined by the School and the quality of judgements of students work allow conclusions to be reached regarding an evaluation's quality.

4.5.1 Validity of Measurement and Interpretation

In the field of academic performance, the quality of measurement and interpretation of an assessment relies in great part on the validity of its content. It is important to establish that the content of an evaluation or an assessment process corresponds well to what should be taught and to the target objectives. Interpretation of the results of this measurement should be based on evaluation criteria which are explicit, operational, and judiciously selected.

4.5.2 Judgement Quality

Learning assessment is an essential step in the learning activity process. It exists to meet the obligation to precisely judge the quality of a student's learning as well as to evaluate and improve the efficacy of a learning activity.

4.5.2.1 **Justice:** to assess is to judge. Learning assessment, within the context of sanctioned studies, demands a set of information that cannot be gathered through intuition alone, much less arbitrary judgement. The precision of information and of evaluation criteria largely guarantees that an assessment is fair for all.

4.5.2.2 **Equity:** the Quebec education system recognises that each person should have the same opportunities and rights. This requires that students be evaluated in an equitable manner. Each student's learning is evaluated according to the same standards and criteria used for all students, regardless of their class/group. Objects, modes, and measurement tools must be equivalent when one course is offered by more than one instructor at the School.

A student must be prepared for evaluation activities in advance by means of appropriate activities. Judgements are made with regards to objective and observable facts, and not according to subjective or personal impressions. A correction rubric (grading scheme) must be

provided with every graded assignment or exam. In the event that the student believes that the principle of equity has not been respected, they may use the recourse mechanisms set out in the present Policy.

- 4.5.2.3 **Equivalence:** learning evaluation, particularly within a single course, is conducted using modes and tools considered to be equivalent such that the institution is able to attest to the credibility of the diploma it issues. Students are subjected to similar or identical methods of evaluation. Intra-institutional equivalence in learning assessment requires coordination and cooperation of instructor-evaluators.

4.6 Types of Assessment

Learning assessment is a function of observation and interpretation of student results linked with attainment of objectives. For this reason, instructors use various types of assessments, each with its own purpose. The School uses three types of assessments according to which stage of training a student is in.

ASSESSMENT TYPE		WHEN USED	PURPOSE(S)
1	Diagnostic	Prior to admission to a program of studies	! Evaluate candidates' pre-existing knowledge and skills
2	Formative	During the learning process	! Analytically evaluate the scope of learning and progress, to be able to make adjustments ! Provide information with the goal of improving and advancing student learning by bringing necessary corrections to pedagogical activities ! Inform the instructor of which actions to take in the learning process and of what kind of structure or support they should provide the student
3	Summative	At the end of the learning process	<input type="checkbox"/> Analytically evaluate learning accomplishments in order to recognize and confirm them <input type="checkbox"/> Certify that learning and competency objectives have been met, which translates into a grade and, for the institution, a verdict of success or failure for the student

5. STANDARDS AND REGULATIONS

5.1 Course Outline

5.1.1 Definition

It is mandatory to distribute a course outline to students. The course outline is an essential informational tool about various aspects of the course. It acts as a “contract” between the person who is in charge of instruction and their students. It is a tool for communicating the instructor’s intentions and expectations and the course requirements. All objectives which will be evaluated are announced to the students via this tool. The course outline is distributed to students at the beginning of term and provides a global picture of course content, objectives, evaluations, and other methodological information. A course outline is subject to improvement; it may be updated from term to term.

5.1.2 Course Outline Purpose

5.1.2.1 For the student

- Helps to understand the course structure and to have a more comprehensive understanding of the subject material;
- Works as a reassuring framework by informing of course requirements;
- Enables to better plan work to be completed by investing time and energy on the highest priority elements.

5.1.2.2 For the instructor

Creating a course outline is a strategic step which orients pedagogical activity preparation. It enables the instructor:

- To present an accurate portrait of the course, to establish its structure, and to communicate its essential elements to stakeholders;

- To enact adjustments over time by re-evaluating, as necessary, pedagogical strategies used and the distribution of activities over the term to achieve course objectives;
- To adapt assessment methods according to target objectives;
- To structure teaching to avoid gaps or delays in the planned process during a school year.

5.1.2.3 For the Program Committee and teaching team

- Helps the teaching team to concentrate on their work and on the students' learning progress;
- Makes it possible to check whether subject matter is presented in a progressive order while avoiding gaps and redundancies;
- Allows for improved ordering of prerequisite and concomitant courses;
- Fosters coordination among instructors who give the same course and encourages equivalence in evaluation of the different groups or classes of students in the course.

5.1.2.4 For the program's pedagogical management

- Enables verification that course and program objectives are aligned;
- Ensures instruction or training quality;
- Contributes to program evaluation and potential modification.

5.1.3 Elements of a Course Outline

- Administrative identification of a course;
- Contact information for the instructor: name, contact information, email address, phone number, how and when to reach them for student support periods or office hours;
- Course identification and schedule: number, title, number of credits, day, time;
- Course weight: number of hours for classes, practicals, and personal work;

- General introduction to the course: connection to the program and its objectives, prerequisites, contribution to the *Projet éducatif*, context for how the course is conducted, courses for which the present course is a prerequisite;
- Objectives and standards: name competencies, performance criteria, and how these will be reached;
- Identification and scheduling of activities in a calendar:
 - Competency elements
 - Performance criteria
 - Theoretical and procedural knowledge
 - Teaching and learning activities, personal work including pedagogical methods and strategies
 - Diagnostic, formative, and summative assessment activities (type of evaluation, content, evaluation criteria, weight, deadline)
- Required course material;
- Structures and conditions associated with course success;
- Learning tools and instructional references;
- Norms and rules that apply specifically to the course.

5.2 Rules for Learning Assessment

5.2.1 Diagnostic Assessment

The instructor may use a diagnostic assessment if they deem it useful to evaluate the prior knowledge of a group of students in order to better organize learning activities and to facilitate achievement of course objectives.

5.2.2 Formative Assessment

The School advocates the use of formative assessment in every course in the program. The instructor is responsible for determining the specifics in their course outline and they must ensure that students receive continuous feedback on the quality of their work, their learning progress, and the nature of their errors.

5.2.3 Summative Learning Assessment and Measurement

It is the instructor's responsibility, as they build their course outline and in their teaching practice, to use summative assessment activities according to the norms and regulations established by the School.

- To determine a final grade for a course, a minimum of three (3) summative assessments per term are required:
 - The first evaluation should represent between 20% and 30% of the final grade (depending on the pedagogical context, the total number of points assigned to this evaluation may be subdivided by the instructor);
 - The second evaluation represents between 20% and 30% of the final grade;
 - The final evaluation represents between 40% and 50% of the final grade.
- In order to identify struggling students, at least one summative assessment totaling a minimum of 25% and a maximum of 50% of the final grade must be conducted by midterm.
- Summative assessments consist of an exercise, which may be written (questionnaire, composition, concept mapping, etc.), oral (presentation, debate, graded discussion, etc.), or practical (entry using a stenotype, editing, text formatting, etc.). Each course must use at least two evaluations of differing format to allow the student to achieve course objectives while completing a variety of challenges. This is to account for varied learner profiles.

5.2.3.1 Group Work Evaluation

To evaluate group or team work, the instructor ensures that the grade attributed to each of the students reflects the learning of each of them. Consequently, the instructor must give an individual grade to each of the team members. They use the appropriate tools to document and assign this grade.

5.2.4 Final Evaluation

A course must include a final evaluation activity. It must encourage students to integrate what they have learned, and it can take several forms: final exam, case study, a synthesis assignment, etc. The final evaluation aims to synthesize the learning that has been accomplished and to evaluate the attainment of course objectives and competencies. It must represent a significant portion of the final grade, at least 40% and no more than 50% (ref. Article 5.2.3). A copy of a course's final evaluation, as well as the correction criteria, are kept by the School for a three-month period.

5.2.5 Integrative Program Evaluation

The goals of the integrative program evaluation (IPE) are to verify that competencies developed across the program's courses have been integrated and to measure any gap between the student's profile (in terms of what they have learned) and the baseline leaving profile as defined by ESJQ.

The course that includes the integrative program evaluation offers learning scenarios which are close to real situations encountered in legal stenography. The tasks completed by the student are cross-disciplinary, relatively complex, and representative of situations in the workplace that await a graduate, and they differ from the other comprehensive learning and assessment activities of other courses in the program of studies.

5.2.6 Presence at Summative Assessments

The student is responsible for attending each of their summative assessments and for respecting the instructor's evaluation rules. Latecomers may be turned away by the instructor. Appropriate arrangements must then be made between the student and the instructor to identify solutions. In some cases, the instructor may allow a late student to participate in the evaluation. However, no additional time will be provided to the late student. They must complete their evaluation at the previous determined time.

A student whose computer or other devices (camera, microphone, etc.) are missing or non-operational during a summative assessment is considered absent.

The student is responsible for obtaining, updating, and efficiently using the material which is allowed or mandatory for evaluations. In the event that a student does not have the material required to complete a summative assessment, they will be subject to penalties as set out by the instructor in the evaluation directions.

5.2.7 Rescheduling a Summative Assessment

Any absence not justified by a medical note may result in a penalty to the student; a grade of zero (0) may be assigned to them for the summative assessment activity in question. It is the student's responsibility to provide the instructor with any documentation related to their absence or tardiness. If these documents are recognized and accepted by the instructor, the instructor must decide, after reaching an agreement with the student, on the way in which the assessment will be rescheduled.

5.2.8 Submitting Summative Assignments

The student is responsible for submitting every assignment requested by their instructor at the time and through the medium indicated in the course outline. The penalty following late submission of an assignment is 10% per day, unless an exception has been made. Exceptions must be submitted to school administration. The penalty may be extended all the way to a grade of

zero (0) for the assignment. An assignment may not be accepted if graded assignments have already been returned to the other students.

If a student sends the wrong file or fails to upload a file using the technological support platform specified by the instructor (Moodle, for example), the evaluation will receive a grade of zero (0).

The detailed terms of an evaluation, the correction criteria, the scale, and the weight of each summative assessment are communicated in the course outline. Work completed during the term is evaluated and returned to the student within a maximum of two weeks.

An evaluation must provide indications and annotations that identify the elements which have and have not been mastered so that the student may adjust their learning approach. The instructor conducts a review of the evaluation in class, specifying the elements identified as posing difficulties.

Work completed during the term is returned to the student. After the student has seen their evaluation and the instructor's comments, the instructor may or may not take back the material. If the material is left with the student, it is the student's responsibility to provide it if a grade revision is requested. If the material (assignment, test) is retained by the School, it will be kept for one (1) term. Past this period, no grade revision requests will be accepted.

5.2.9 Summative Assignment Presentation Protocol

The School is concerned with continuing the development of competencies acquired by students before their admission to the program. Thus, the School insists upon the importance of developing efficient work methods. Students must respect assignment presentation protocol that the School has adopted. Instructors take the quality of the presentation of work into account when they correct assignments and evaluations.

A summative assignment which fails to respect the School's presentation protocol will not be accepted. In such a case, Article 5.2.7 applies.

5.2.10 Publishing Final Grades

Grades for summative assignments must be given to the student. In accordance with the Act respecting Access to documents held by public bodies and the Protection of personal information, grades may be published using software or applications used by the School, respecting individual confidentiality.

Final grades must be transmitted to students as well as to the School administration within ten (10) calendar days of the end of each school term.

5.2.11 Quality of the French Language

Mastery of the French language is essential to success in the program. As such, the quality of the French language is evaluated in each course. The student must present their assignments and evaluations completed in French using adequate French. Language quality may result in a penalty reaching as much as thirty percent (30%) of the final grade of the assignment or evaluation in question. The rules governing standards for correcting the French language must be found in the course outline.

In the courses Transcription I (310TN1EJ) and Transcription II (310TN2EJ), 100 % of the grade is attributable to language quality.

To ensure unequivocal understanding of the rule regarding maintaining the quality of language, evaluation rubrics used in a course much include a criterion exclusively devoted to language. For the sake of equity, the grade an instructor assigns to the quality of written French may not be modified afterwards.

The instructor may refuse to accept a summative assignment and may request that the student revise it (for presentation and language quality) before it is submitted for correction. In such a case, a penalty of 10% per day late applies.

Using linguistic verification tools (websites, correction software, reference books, etc.) to support completion of learning and assessment activities is allowed unless otherwise indicated by the instructor.

5.2.12 Retaking a Summative Evaluation During the Term

The instructor may authorise a student to retake a summative assessment; the instructor ensures that the situation is handled with equity. It is the student's responsibility to document and to formally submit their request to retake a summative evaluation to the instructor involved. In the event that the retake of the summative evaluation is allowed, the instructor produces a written report to the Director of Studies which describes the conditions of the retake and which communicates this information to the student. A maximum grade of sixty percent (60%) will be attributed to replace the previously earned grade.

5.2.13 Retaking a Final Summative Evaluation

In the case that a student fails a course at the end of the term, the Director of Studies ensures that the concerned student's academic path is evaluated. If retaking the final summative evaluation is allowed, and if the student agrees to it, the summative evaluation takes place at the beginning of the following term.

If the student fails, they will be reenrolled in the course. If they succeed, a maximum grade of sixty percent (60%) will be given to replace the previously earned grade an exemption for the course will be granted (course will be credited).

5.3 Class Presence

Presence in class is an essential condition for completing planned learning; it enables students to attain course objectives. However, no points may be awarded or

deducted for class presence or absence, because it is summative evaluation that measures the learning objectives targeted by the course.

A student who must be absent from a class may consult documentation provided by the instructor. The School makes these documents accessible in order to encourage success and support learning.

Access to the course's final evaluation activity may not be denied to the student, as the student's final grade will attest to the level at which they have attained the course objectives.

5.4 Exemption, Equivalence, Substitution, and Other Transcript Mentions

The transcript may contain, apart from student grades, mentions recognizing other prior achievement.

5.4.1 Conditions for Exemption (DI)

According to Article 21 of the CER,

“[a] college [the School] may grant an exemption from a course if the college considers that the student will not be able to attain the objectives of the course or to avoid causing serious detriment to the student. The exemption does not entitle a student to the credits attached to the course, which does not have to be replaced by another course.”

An exemption is granted when it is impossible for a student to take a course planned for the program, and when this course cannot be replaced with another. The Director may grant an exemption to a student who has an intellectual or physical disability. The exemption must not affect the achievement of program competencies.

To be exempted from a course, a student must request an exemption from the Director by providing proof of a permanent incapacity. If the request is

accepted, a mention of DI (for the French word *dispense*) is marked on the transcript.

5.4.2 Conditions for Equivalence (EQ)

According to Article 22 of the CER,

“[a] college may grant an equivalence where a student shows that the objectives of the course for which an equivalence is requested have been attained through previous studies, out-of-school training or otherwise. The equivalence entitles the student to the credits attached to the course, which does not have to be replaced by another course.”

A student who wishes to obtain an equivalence must request it from the Director, providing proof as well as any documentation required to validate this proof. The Director analyses the file using preestablished equivalence tables, if available.

Out-of-school training recognized by the Director and passing one or more courses in another establishment are cases which may allow for granting course equivalence.

The mention EQ is added to a transcript when equivalence is granted. Equivalence reduces the number of courses required to complete the program of studies.

5.4.3 Conditions for Substitution (SU)

According to Article 23 of the CER,

“[a] college may authorize the substitution of other courses for courses in the program of studies to which the student is admitted.”

The School may authorize substitution of one course for another when a student has already achieved the learning objectives of this course thanks to one or more courses completed and passed in a Quebec college. Substitution may also be granted in the event that a course is impossible to take according to the determined schedule. One course may be substituted for another on the condition that the replacement course contributes to the completion of the final objectives in the same way as the substituted course. A course substitution exempts a student from registering for a course prescribed by the program of studies provided that it is replaced by another eligible course. It is up to the Director to judge the similarity of the objectives and, consequently, to determine the pertinence of granting a substitution.

A mention of SU is added to the transcript when a substitution is attributed.

5.4.4 Other Transcript Mentions

5.4.4.1 Failure (EC)

A mention of EC (for the French word *échec*) is added to a transcript when a student has not earned a grade of or above 60%, the minimum threshold for achieving learning objectives, in accordance with the School's professional training standard.

5.4.4.2 Incomplete

A mention of incomplete is added to a transcript when, for serious and valid reasons, a student is incapable of completing all evaluative work during the term. The School gives two types of mention for an incomplete course.

5.4.4.2.2 Incomplete (IN)

A student who, after the drop deadline for a course, finds themselves in a situation where it is impossible to finish one or more courses, for serious reasons which are out of their control, may ask that a mention of IN be marked on their transcript. The reason they invoke, be it linked to physical or mental health, or to another serious issue, must have prevented the student from fully devoting themselves to their studies over a prolonged period greater than three (3) weeks.

A mention of IN cannot be granted without proof being provided to the Director of Studies, who decides whether or not to allow the student this mention. The documents providing proof, certified by a health professional or a specialist, must be provided during the term in question or, under exceptional circumstances, within one year following the end of the term in question. This mention is on the transcript permanently. The student must reenroll in the course in order to obtain credit for it.

5.4.4.2.1 Incomplete - Temporary (IT)

An instructor uses the mention IT when they have an agreement with a student that the student complete the course within a period no longer than one month following the start of the following term. A student for whom passing the course is a real possibility may make a request for an extension to the Director.

After this extension, a mention of IT is replaced by the grade awarded. A student may not, under any circumstance, leave the School with this type of mention. If a student fails to respect the time frame granted to them and does not request an extension, the mention of IT is then replaced by EC.

5.4.4.3 Transcript Grades

A student who has passed a course will see the grade they earned (numerical value) on their transcript.

5.5 Conditions for Passing

5.5.1 The Passing Mark

To pass a class, a student must have earned a minimum grade of 60% (CER, Article 27). This minimum grade demonstrates achievement of learning objectives or competency development at a fixed threshold, in respect of the present policy. The passing mark of 60% is established in keeping with standards defined by the School. A student's final grade for a course attests to their passing or failure and reflects the degree to which they have achieved the program competencies or objectives.

In a competency-based approach, where the notion of a double threshold for success comes in, certain objectives may be significant enough that if they are not met, they indicate passing or failing. In this context, passing two objectives could mean passing a course. The course outline will specify this so that students will be aware that it is necessary to reach these objectives in order to pass the course.

According to Article 27 of the CER, "Student achievement shall be evaluated for each course and for the entire program in which a student is registered."

The elements announced in the course outline with regards to the evaluation system (scale, evaluation criteria, levels of attainment for objectives, etc.) must be coherent with the real practices in assessment activities.

5.5.2 Double Approval

The School may decide that passing requires a double approval, which means that the student must earn a passing grade (60%) in evaluations in both the theoretical and the practical parts of the course. If the student fails to meet the double approval requirement, the grade on their transcript will be the lower of their two evaluations (theoretical or practical).

5.6 Sanctioning of Studies

5.6.1 Verification that objectives set out for the Attestation of College Studies have been achieved

According to the academic sanction procedure established by the School, the Administration recommends to the Board of Directors that an Attestation of College Studies (ACS, *Attestation d'études collégiales* or AEC in French) be granted to a student admitted to the program who has satisfied the sanction requirements. To do so, the Director of Studies must first have taken the following actions:

- Verify whether the learning activities undertaken correspond properly to those set out in the program of studies, based on the list of the program's learning activities established by the School;
- Verify that a student's college transcript contains all the credits required by their program of studies, as well as any exemptions, in accordance with Article 21 of the REC, according to the conditions described in point 5.4.1;
- Verify that a student has reached all of the objectives of their program of studies, which is demonstrated by obtaining passing grades as prescribed by Article 27 of the CER, or by substitutions or equivalences added to the transcript, according to Articles 22 and 23 of the CER and the conditions described in points 5.4.2 and 5.4.3;

The Board of Directors ensures that the sanction procedure was properly followed by the Director of Studies before conferring an AEC to the students in question. The Board of Directors keeps a complete list of all the students who have received the Attestation.

5.6.2 Verifying Eligibility for Admission

When a candidate is admitted, the Director of Studies verifies that the person admitted to the AEC program has had instruction or training deemed sufficient and that they satisfy at least one of the following conditions set out by Article 4 of the CER:

- ! the person has interrupted his or her full-time studies for at least two (2) consecutive terms or one (1) school year;
- ! the person is covered by an agreement entered into between the college and an employer or by a government program of studies;
- ! the person has pursued postsecondary studies for at least one (1) year

The Director of Studies ensure that a student's file contains all supporting documentation.

5.7 Plagiarism and Fraud

Plagiarism is considered as an act which contravenes the principles of intellectual integrity. Plagiarism is the act of copying, in whole or in part, content from another work in one's own work without citing the source. A student who copies answers to an evaluation or an assignment, who helps another student copy, who transcribes parts of the work and the ideas of an author without naming the source, is deemed to have committed an act of plagiarism. Plagiarism in all its forms will be formally penalized by the School.

Fraud is the act of using a means other than the expected one (stentype or any other means allowed by the instructor) to complete an assessment activity, whether formative or summative. In case of doubt, an instructor may require that students submit their stenographic notes or any other document deemed necessary to observe and objectively judge the irregularities.

A student who commits any act of plagiarism or fraud receives a grade of zero (0) for the assessment activity in question. In such a case, the instructor produces a written report to the Director of Studies in which they describe the event. If the student reoffends, a grade of zero (0) is applied to the course in question. If the student

reoffends a second time, they are expelled from the School and barred from readmission for one whole year.

5.8 Grade Revision

5.8.1 Evaluation During a Term

A student may request that their grade be revised if they are not satisfied with the result of a summative assessment during a term, or if they judge that they have not been treated equitably. To do so, they must make a written request to the instructor concerned within a maximum of five (5) business days following receipt of the contested grade. The student is responsible for providing all documents (assessment or assignment with the student's comment) necessary for the evaluation of their request. The student specifies the reason for their request by explicitly invoking the rules of the Institutional Learning Assessment Policy (ILPA) (*Politique institutionnelle d'évaluation des apprentissages (PIÉA)*) which justify their request for a grade change.

The instructor involved analyses the request and modifies the grade, if there is reason to do so, within five (5) business days. If the request is made after the end of the term, the deadline for submitting the revised grade is five (5) days after the following term begins.

In the event that the student is unsatisfied by the process, the student may appeal the instructor's decision to the Director of Students by providing supporting documentation within five (5) business days (whether during the term or after the term has ended) following the instructor's decision regarding the grade revision request. The Director of Studies' decision is final.

5.8.2 A Course's Final Evaluation

A student may request that their grade be revised if they are not satisfied with the result of a summative final evaluation, or if they consider that they were treated inequitably. To do so, the student must submit a written request to the Director of Studies within a maximum of five (5) business days following receipt of the contested grade. The student is responsible for providing all documents (assessment or

assignment with the student's comments) necessary for evaluating their request. They must specify the reason for their grade revision request by explicitly invoking the rules of the Institutional Learning Assessment Policy (ILPA) (*Politique institutionnelle d'évaluation des apprentissages (PIÉA)*) which justify a grade change.

The Director of Studies transmits the student's request to the revision committee (instructors in the program), which analyses and modifies the grade, if there is reason to do so, within five (5) days of the start of the following term.

The decision rendered by the revision committee is final.

6. RESPONSIBILITY SHARING

Learning assessment is a complex, global, and transversal responsibility which involves each intervener in an institution. Each person's actions contribute to institutional coherence. The following sections identify and specify the responsibilities which various individuals and bodies have in learning assessment.

6.1 Student

As the person with primary responsibility for their instruction, the student:

- a) Familiarizes themselves with the School's Institutional Learning Assessment Policy;
- b) Familiarizes themselves with their course outlines;
- c) Actively participates in learning and assessment activities;
- d) Helps maintain a favourable learning climate in each of their courses, in particular by ensuring the technical quality of their environment through which live, remote courses are offered (high-speed Internet connection, minimum computer performance specifications, functional accessories and platforms (webcam, headphones, microphone, etc.);
- e) Adheres to the rules set out for evaluations conducted via videoconference: operating (activated) camera and speakers on for the duration of the exam (before, during and for the submission), functional and (if necessary) active microphone, stable and functional Internet connection. In the event of a problem with the functionality of a speaker during an exam (inability to hear the exam as dictated by the instructor), the student must signal this problem at once, otherwise they will receive a grade of zero (0);
- f) Respects the rules set out regarding tardiness during an evaluation; lateness and absence will not be tolerated during an evaluation (excepting a verifiable force majeure). In case of non-justified lateness, if the exam has not yet begun the student is allowed to take the exam. If the exam has begun, the instructor can eject the student from the videoconference session and the student cannot retake their exam;
- g) Submits their exam at the appointed time, after which the penalties described in Article 5.2.7 apply. Furthermore, the student is responsible for handing in documents produced during the evaluation (files or other) when they submit the

exam. In the event that nonrequired or erroneous (wrong format) documents are submitted, the student will receive a grade of zero (0);

- h) Uses their evaluation results to progress their learning and to adapt their practice consequently;
- i) Keeps their assignments, exams, and other evaluations;
- j) Respects the conditions for successful studies set out in the learning contract signed at admission to the program and at the beginning of each term. This learning contract is an informational device whose goal is to make the student aware of difficulties they could potentially face during their training process and to inform them of the tools the School makes available to support them in their studies;
- k) Participates in the complementary activities put in place by the School to orient the student in the program of studies and to support their learning process;
- l) Respects the principles and regulations regarding plagiarism and fraud set out in the present policy's Article 5.7.

6.2 Instructor

An instructor, in the exercise of their learning assessment responsibilities:

- a) Creates a course outline which conforms the present policy for each of their courses;
- b) Distributes the course outline to their students during the first class of the term and informs them of the planned formative and summative assessments;
- c) Submits the course outline to the Director of Studies within a maximum of two calendar weeks after the start of each term;
- d) Situates their evaluation practices within the framework of the present policy and applies them within the defined conditions;
- e) Ensures formative and summative learning assessment throughout the term;
- f) Participates in elaborating and improving learning evaluation instruments;
- g) Structures and supervises assessment sessions conducted remotely;
- h) Corrects assignments and examinations using a correction rubric in which the grading scale and evaluation criteria have been specified;
- i) Communicates the results of summative evaluations within the time frame set out in the present policy, Article 5.2.9;

- j) Transmits a report to the Director to document each case of plagiarism or fraud;
- k) Participates in student grade revision;
- l) Keeps all assignments and exams for one whole term to be able to provide comment on grade revisions;
- m) Transmits the results of final evaluations within the time frame set out in Article 5.2.9 of the present policy to the Director of Studies, to be recorded on the student transcript;
- n) Participates in creating and updating certain regulations pertaining to learning assessment with the Program Committee;
- o) Participates in updating the present policy.

6.3 School Administration

In its role in structuring and supporting teaching and learning practices, the school administration:

- a) Organises and coordinates teaching and learning;
- b) Monitors the quality of courses and learning activities;
- c) Sees to the application of pedagogical methods in the context of remote instruction, in respect of the program's learning objectives;
- d) Ensures that evaluation methods set out in course outlines conform to Article 5.2 of the present policy;
- e) Approves course outlines each term, applying the standards set out in the present policy;
- f) Ensures that course outlines conform to the objectives and standards established for courses;
- g) Evaluates each request for course exemption (DI), equivalence (EQ), and substitution (SU);
- h) Ensures follow-up for mentions of failure (EC), incomplete - temporary (IT), and incomplete (IN), and handles the associated requests;
- i) Examines, annually, the conditions and means of instruction and practical evaluation in the courses;

- j) Monitors application, implementation, publication, and respect of the present policy;
- k) Monitors application of the grade revision procedure and handles appeal requests;
- l) Handles cases of plagiarism and fraud reported by instructors;
- m) Ensures that students' final examination results for each course are processed and shared with them;
- n) Handles the process of conferring student diplomas according to their track and makes recommendations to the Board of Directors regarding the sanction of their college studies, after having conducted all requisite verifications;
- o) Plans and coordinates the evaluation, updating, and diffusion of the present policy.

6.4 Board of Directors

In its supervisory role for activities related to learning assessment, the Board of Directors:

- a) Confers Attestations of Collegial Studies (ACS) upon students who have achieved the program objectives of the program to which they have been admitted, after ensuring that requisite verifications were well and truly completed by the school administration. It keeps a complete list of all students who have received an attestation;
- b) Adopts and revises the present policy.

7. INSTITUTIONAL LEARNING ASSESSMENT POLICY (ILPA) SELF-EVALUATION AND REVISION

7.1 ILPA Evaluation Frequency

The present policy obliges the School to evaluate the entirety of the results related to its application every three (3) years, starting at its effective date. Still, the Board of Directors may at any time require that the policy be evaluated in whole or in part.

7.2 ILPA Self-Evaluation

The School evaluates the policy on three (3) criteria: conformity, efficacy, and equivalence.

7.2.1 Conformity Criterion

The conformity criterion serves as a means of verifying practices related to the text of the present policy.

7.2.2 Efficacy Criterion

The efficacy criterion enables evaluation of the degree to which the objectives of the policy have been achieved and to check whether the evaluative practices are producing the expected results, or if in terms of their studies students are reaching the desired level of competency mastery targeted by the program. This criterion applies notably to evaluation modes and tools, course success, enrolment retention, graduation rates, and achievement of standards.

7.2.3 Equivalence Criterion

The equivalence criterion applies to equivalence and comparability of institutional evaluations. Equivalence of learning evaluation contributes to ensuring equity.

7.3 Self-Evaluation Process

The Evaluation Committee, formed by the school administration, will carry out the evaluation of the application of the present policy. This committee will be composed of at least one student, one instructor, one member of the administration, and one professional hired specifically for this purpose. The Evaluation Committee will determine which means to use to gather the opinions of stakeholders (students, graduates, dropouts, instructors) of the present policy, will analyse them, and, if necessary, will propose modifications and an action plan to the Board of Directors.

8. IMPLEMENTATION

The present Institutional Learning Assessment Policy comes into effect at the time specified by the Board of Directors.

It is publicly available on the School website and is available to any staff who may be impacted by learning assessment, as well as to the entire study body.

The school administration is responsible for seeing to its publication and implementation.