

1.0 Purpose

To outline the conditions for which a refund of tuition, full or in part, can be granted by the Building Trades Advancement College (BTAC).

2.0 Scope

This policy applies to tuition (including student fees) paid by a student or a third-party on behalf of a student enrolled in a program offered by BTAC.

3.0 Definitions

application fee	Refers to a fee required to process an application for a program
College	Building Trades Advancement College
PCC Act	<i>Nova Scotia Private Career Colleges Act</i>
PCC Regulations	<i>Nova Scotia Private Career Colleges Operational Regulations</i>
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
refund	A repayment of tuition expressed as a portion of the total amount paid to the College
registration fee	Refers to the fee collected upon enrollment in a program
staff	Paid and nonpaid persons who regularly operate the College and its programming (including administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
tuition	Money paid for instruction and any other program enrollment costs not otherwise excluded from refund by this policy

4.0 Policy

4.1 Overview

In accordance with the PCC Act and PCC Regulations (Section 34), full or partial refund of tuition paid may be granted to students if the student withdraws from their program and meets the refund criteria or the program cannot be offered.

4.2 Processing Fees

Except as otherwise provided in the PCC Act or PCC Regulations, neither of the following is refundable:

- a) A student application fee;
- b) A student registration fee.

4.3 Conditions

A tuition refund is subject to all of the following conditions:

- a) The student registration fee credited to the student's tuition fee under subsection 51(2) of the PCC Regulations must be deducted from the refund;
- b) The College may deduct from the refund non-recoverable fees already paid by the College on behalf of the student;
- c) Except as provided in subsection (d), the college may deduct from the refund the cost of any program material provided to the student, in an amount not exceeding the cost to the College of the material;
- d) Clause 4.3(c) does not apply to a refund payable to a student who returns all of the program material to the College unopened or as issued no later than 5 business days after their end of enrollment.

4.4 Refund Structure

- a) All student fees will be refunded if the program is cancelled or a seat is unavailable for a student within a year of application;
- b) For a student whose end of enrollment occurs before the program begins, the College must refund to the student or third-party sponsor all tuition paid except for those fees deemed non-refundable (see subsection 4.2);
- c) Unless otherwise provided in the PCC Act or the PCC Regulations, for a student whose end of enrollment occurs after the program begins but before the program ends, BTAC will refund tuition to the student or third-party sponsor in accordance to the following table:

Percentage of Hours of Program Delivered to End of Enrollment	Refund <i>(minus any registration fee credited to tuition under subsection 51(2) of the PCC Regulations)</i>
Program under 12 Weeks	
0 – 50%	Any tuition paid for 2 nd half of program
>50 – 100%	None
Program 12 weeks or Longer	
0 – 25%	Any tuition paid for the 2 nd , 3 rd , or 4 th quarters of the program
>25 – 50 %	Any tuition paid for the 3 rd or 4 th quarters of the program
>50 – 75%	Any tuition paid for the 4 th quarter
>75%	None

4.5 Calculation of Hours

The tuition refund referred to in subsection 4.4(b) will be calculated in accordance with all of the following:

- a) The total tuition amount for the program must be divided by the number of hours in the program as approved, and the amount of paid tuition must be calculated beginning with the first hour of the program as delivered and then counting forward;
- b) The number of hours of the program as delivered must be counted as the program or module hours delivered according to the attendance register for the program as at the end of enrollment, not the number of hours the student actually attended;
- c) The number of hours of the program as delivered must include all of the following:
 - i. the theoretical, practical and experiential instruction approved for the program;
 - ii. any allotted time included in the program for lab work or additional training such as on-the-job training, skills training or experiential learning, as specified in the program approval;
- d) Any rounding of the number of hours of the program as delivered must favour the student or the third-party sponsor.

4.6 Payment Period

No later than 30 days after the end of enrollment of a student to whom a tuition refund is payable, the refund must be paid and a copy of the calculation made under these regulations provided to the student.

4.7 Program Dismissal

In instances where a student is in violation of BTAC policies, BTAC Administrative staff may initiate procedures for the formal dismissal of a student from a program. Depending on the nature of the policy violation, a student may or may not be eligible for a tuition refund. This determination will be made by the Training Director (or Interim Training Director) on review of the policies and information regarding the violation.

4.8 Disagreement

A disagreement between the College and student with respect to the calculation of tuition refund must be referred to the Director of the Nova Scotia Private Career College Division or other such person in the Department of Labour and Advanced Education as designated by the Minister.

5.0 Procedures

5.1 Program Withdrawal Form – Student Initiated

Students wishing to withdraw from their program must complete a Program Withdrawal form and submit the completed form to BTAC Administration office for processing. Failure to attend classes does not constitute an official withdrawal. The official withdrawal date will be the date on the Program Withdrawal form. Any refund, if applicable, will be processed in accordance with the office withdrawal date.

5.2 Program Dismissal Form – Administratively Initiated

In instances where a student is in violation of the Attendance and Dismissal policy, Bullying and Harassment Policy, or any other BTAC policy that includes provisions for BTAC Administration to dismiss a student from a program, the Administration will complete a Program Dismissal Form. Once processed, a copy of this form will be provided to the student.

6.0 Related References

6.1 Acts and Policies

Provincial Statutes

- Private Career Colleges Act
- Private Career College Operational Regulations

BTAC Policies

- Attendance and Dismissal Policy
- Bullying and Harassment Policy
- Privacy and Distribution Policy
- Tuition Refund Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

To outline the controls related to the collection, storage, use and disclosure of personal information provided to the Building Trades Advancement College (BTAC) by students and staff in the course of operations.

2.0 Scope

This policy applies to all personal information collected from students and staff by BTAC, including that of prospective students, applicants, enrolled students, and graduates as well as all current, former and perspective employees and non-paid persons engaged in College operations.

3.0 Definitions

authorized staff	Persons designated responsible for the various operations of BTAC
College	Building Trades Advancement College
Director	Director of the Nova Scotia Private Career College Division or other such person in the Department of Labour and Advanced Education as designated by the Minister
FOIPOP	<i>Freedom of Information and Protection of Privacy Act</i>
PCC Act	<i>Nova Scotia Private Career Colleges Act</i>
PCC Regulations	<i>Nova Scotia Private Career Colleges Operational Regulations</i>
personal information	Recorded information about an identifiable individual, including (but not limited to) the individual's name, address, telephone number, age, sex, ethnic origin, marital status, health information, employment information, etc. (as described in the FOIPOP Act)
PIPEDA	Personal Information Protection and Electronic Documents Act
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)

4.0 Policy

4.1 Overview

BTAC is committed to protecting the privacy of all students and staff (current, past and future). Access to student information is governed by the *Freedom of Information and Protection of Privacy Act (FOIPOP)* and the *Personal Information Protection and Electronic Documents Act (PIPEDA)* as well as the provisions in this policy.

4.2 Informed Consent

When personal information is collected in the operation of BTAC and its programming, individuals will be informed as to why the information is being collected. At any time when it is proposed that personal information be used for a purpose not previously specified, the new purpose shall be communicated to the individual and consent obtained, unless such new consent is not required under law.

4.3 Student Records

BTAC will hold on file, originals or copies of, all of the following for each student:

- a) Exam papers submitted by the student;
- b) Assignments submitted by the student;
- c) Transcripts of the student's grades;
- d) Student attendance records;
- e) Any records of complaints made by the student to the school;
- f) Payment records;
- g) Records of any refunds paid to the student;
- h) Correspondence;
- i) Certificates and diplomas;
- j) Signed Student Contract and any amendments;
- k) Documentation verifying that the student met the prerequisites for admission to the program.

Student records will be stored in the BTAC Administration office and accessible only to authorized staff.

In compliance with the PCC Regulation subsection 57(2), BTAC must be able to produce any electronic record related to a student file in the form of a printout or in an electronically readable format.

Student information including transcripts, grade reports, contact information, etc. will not be released without the prior written approval of the student except as noted in subsection 4.5 of this policy. The request for release of student information to a third-party can only be made by the student using the *Information Release* form.

4.4 Updates to Personal Information

Students and staff are responsible for providing updates or corrections to their personal information, for example, change of mailing address or telephone number. Personal information updates should be made in writing and submitted to the BTAC Administrative office for processing.

4.5 Retention of Student Files

Student records will be kept for at least 1 year after the program end of date for the intake the student was enrolled in, except that transcripts and copies of certificates or diplomas must be kept for 5 years after the student has completed or left the program

Unless alternate retention arrangements are approved in writing by the Director at the end of the 5-year period specified in subsection 58(1) of the PCC Regulations, the transcripts and copies of certificates or diplomas must be transferred to the Director for retention.

4.6 Disclosure

In the course of operation, there may be instances of personal information disclosure that do not require written consent.

- a) In compliance with the PCC Regulation subsection 57(3), BTAC must provide the Director with a means of accessing all student records regardless of whether the records are in hard copy or electronic form;
- b) Personal information will be released in complying with a subpoena, warrant, summons or other type of legal order made by court, person or body with jurisdiction to compel the release of such information;
- c) In the event of an emergency, where the information is required to protect the health and safety of the student or other persons;
- d) Personal information may also be used by BTAC or requested by a third-party for statistical, research or general reporting purposes. In these cases, the data will be released in aggregate or in such a manner that will not lead to the identification of an individual person or persons.

5.0 Procedures

5.1 Student Request for File

A student who would like a copy of their student file or any part of the student file must complete an *Information Release* Form. On receipt of the completed form, the BTAC Administrative staff will provide, no later than 3 business days after receiving the request form, a copy of the requested information. The completed request form will be filed in the individual's file to serve as a record of the request.

6.0 Related References

6.1 Acts and Policies

Federal and Provincial Statutes

- Freedom of Information and Protection of Privacy Act
- Personal Information Protection and Electronic Documents Act
- Private Career Colleges Act
- Private Career College Operational Regulations

BTAC Policies

- Attendance and Dismissal Policy
 - Student Complaint Policy
 - Tuition Refund Policy
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Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The Building Trades Advancement College (BTAC) is committed to creating a welcoming and safe learning/work environment for students and staff. Based on provisions contained in the Nova Scotia Human Rights Act, R.S. 1989, c 214, this policy serves to communicate what is expected in terms of behaviour and attitude from individuals attending and working at the College as well as what activities and behaviors are considered unacceptable. This policy also outlines the procedures in place to ensure the fair, equitable treatment and protection of individuals in the BTAC community.

2.0 Scope

This policy applies, but is not limited to, all students and staff of BTAC, the Board of Directors, guests, partners, suppliers, and volunteers.

3.0 Definitions

bullying	Also known as psychological/personal harassment is, but not limited to, offensive, abusive, insulting or intimidating behaviour that adversely affects another person's dignity, or psychological or physical integrity (i.e. feeling threatened, vulnerable, humiliated, upset, etc.)
College complainant	Building Trades Advancement College
Director	A person who initiates a complaint Director of the Nova Scotia Private Career College Division or other such person in the Department of Labour and Advanced Education as designated by the Minister
discrimination	Making a distinction, whether intentional or not, based on a characteristic, or perceived characteristic, as outlined in section 5 of the Nova Scotia Human Rights Act, R.S. 1989, c 214, that has the effect of imposing burdens, obligations or disadvantages on an individual or class of individuals not imposed upon others or which withholds or limits access to opportunities, benefits, and advantages available to other individuals or classes of individuals in society
harassment	Conduct or commentary that is known or ought reasonably to be known to be unwelcome
hostile work or learning environment	An environment characterized by an activity (or activities) or behaviour(s) that disrespects the rights and dignity of another. The activity or behaviour does not have to be directed at a specific individual to create a negative or hostile environment;

	the activity or behaviour may be directed towards the BTAC community in general
OH&S Act	<i>Nova Scotia Occupational Health and Safety Act</i>
PCC Act	<i>Nova Scotia Private Career Colleges Act</i>
PCC Regulations	<i>Nova Scotia Private Career Colleges Operational Regulations</i>
outside site	Any site outside of the College where a student is required to attend for work placements or other activities related to the student's program of study
practicum	The period of time when a student is out of class to obtain practical experience on a job site
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
record	A complete student record kept for administration of the College and its programs
respondent	A person against whom a complaint has been made
sexual harassment	Sexual conduct or a course of comment that is known or ought reasonably to be known as unwelcome; sexual solicitation or advance made to an individual by another individual where the other individual is in a position to confer benefit on, or deny a benefit to, the individual to whom the solicitation or advance is made, where the individual who makes the solicitation or advance knows or reasonably ought to know that the advance or solicitation is unwelcome; or reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.
staff	Paid and nonpaid persons who regularly operate the College and its programming (including administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the College (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
tuition	Money paid for instruction and any other program enrollment costs not otherwise excluded from refund by the College's <i>Tuition Refund Policy</i>
witness	A person who has first person observations about an alleged incident or allegation

4.0 Policy

4.1 Overview

Each person in the BTAC community has a responsibility to foster a respectful work and learning environment by respecting the rights and dignity of others at all times. This policy applies, but is not limited to, interactions that take place on College property, outside site visits or placements

(for example, practicum or work term placement) and through electronic means (for example, texts, social media platforms, etc.). Discrimination or harassment, including bullying and sexual harassment, are prohibited by the College.

4.2 Complaints

- a) Any member of the BTAC community can make a complaint regarding behaviour which is contrary or perceived to be contrary to BTAC policy;
- b) A complaint may be made verbally or in writing to a member of the BTAC staff including but not limited to, the Training Director, administrative staff, instructors, or program chair;
- c) The College will make all reasonable efforts to resolve complaints or violations of BTAC policy of which it is aware through procedures outlined in this policy;
- d) BTAC will take all reasonable precautions to maintain confidentiality in the reporting and handling of complaints.

5.0 Procedures

5.1 Complaint Resolution

a) Informal Process

Where suitable, the College will encourage early resolution of conflicts between members of the BTAC community through the use of an informal complaint resolution process. This process involves the parties involved addressing one another directly and may involve guidance, support or mediation of an instructor, supervisor, or another BTAC staff.

Where direct discussion between the parties involved does not resolve the complaint, the complainant will have the option to initiate the formal complaint process. BTAC reserves the right in situations it deems serious, to initiate the formal complaint process directly.

b) Formal Process

When a situation cannot adequately be addressed through an informal resolution process, any student or staff member can submit a Formal Complaint form to initiate the formal complaint process. Please refer to the BTAC **Student Complaint Policy** for details.

Any formal complaint made to BTAC will be logged by BTAC administration and a copy of resultant findings will be filed in the appropriate BTAC student/staff records.

6.0 Related References

6.1 Acts and Policies

Provincial Statutes

- the Nova Scotia Human Rights Act, R.S. 1989, c 214
- Private Career Colleges Act
- Private Career College Operational Regulations

BTAC Policies

- Attendance and Dismissal Policy
 - Privacy and Distribution Policy
 - Student Complaint Policy
 - Tuition Refund Policy
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Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

This policy outlines the measures established by the Building Trades Advancement College (BTAC) to ensure the health and safety of students engaged in outside site BTAC coordinated program activities.

2.0 Scope

This policy applies to students enrolled in programs offered by BTAC.

3.0 Definitions

College	Building Trades Advancement College
OH&S Act	<i>Nova Scotia Occupational Health and Safety Act</i>
outside site	Any site outside of the College where a student is required to attend for work placements or other activities related to the student's program of study
PCC Act	<i>Nova Scotia Private Career Colleges Act</i>
PCC Regulations	<i>Nova Scotia Private Career Colleges Operational Regulations</i>
record	A complete student record kept for administration of the College and its programs
staff	Paid and nonpaid persons who regularly operate the College and its programming (including administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites

4.0 Policy

4.1 General

The health and safety of students enrolled at BTAC is of the utmost importance and as such the College will strive to take all reasonable precautions to ensure the well-being of students when they are engaged in outside site program activities.

4.2 Inspection of Outside Site

- a) A representative of the College or respective program will inspect the outside site before sending a student to the outside site, or will be in attendance with the student while the student is at the outside site;

- b) As part of the inspection process, the representative of the College will prepare a written assessment of the outside site, including any college-organized travel arrangements to and from the outside site as well as describing the proposed student activities that will take place at the outside site. A copy of this written assessment and any risk management requirements will be provided to the student before the student attends the outside site;
- c) The student must sign an acknowledgement on the written risk assessment provided by the College and this copy must be kept in the student file.

4.3 Outside Site Protocol

- a) A person at the outside site will be designated and identified as the contact for the student when College personnel are not present at the outside site;
- b) The student will receive an orientation to the health and safety requirements appropriate to the outside site before or as soon as possible after arrival at the outside site. Outside site requirements for personal protective equipment as well as any other occupational health and safety regulations must be followed;
- c) Program personnel will communicate with the student at regular intervals throughout the placement to verify the student is engaged in the approved activities and their health and safety are not compromised.

5.0 Procedures

5.1 Written Outside Site Assessment

A representative of the College will complete the Outside Site Risk Assessment Form prior to approving a site for student placement or will accompany the student on the initial visit to the site to perform the assessment. A copy of this assessment will be provided to the student for review and signature. The signed copy will be filed in the student's file.

5.2 Incident Reporting

Any incidents or accidents that occur during an outside site visit or placement must be reported to BTAC. Students are requested to complete an Incident Report form and to submit the completed form to the BTAC Administrative Office for review and response.

5.3 Outside Site Evaluation

At the end of an outside site visit or placement, students will be requested to complete an Outside Site Evaluation form. The original completed form will be filed in the student's file and a copy kept by program staff responsible for the placement.

5.4 Complaints

A student with a concern or complaint about any aspect of an outside site placement or visit should bring the issue to the attention of program staff or BTAC administration. See Student Complaint Policy for further information.

6.0 References

6.1 Acts and Policies

Federal and Provincial Statutes

- Occupational Health and Safety Act
- Private Career Colleges Act
- Private Career College Operational Regulations

BTAC Policies

- Attendance and Dismissal Policy
- Student Complaint Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The Building Trades Advancement College (BTAC) is committed to creating a welcoming and safe learning/work environment for students and staff. This policy also outlines the procedures in place to ensure the fair, equitable treatment and protection of individuals in the BTAC community through the formalization of the complaint process.

2.0 Scope

This policy applies, but is not limited to, all students and staff of BTAC, the Board of Directors, guests, partners, suppliers, and volunteers.

3.0 Definitions

bullying	Also known as psychological/personal harassment is, but not limited to, offensive, abusive, insulting or intimidating behaviour that adversely affects another person's dignity, or psychological or physical integrity (i.e. feeling threatened, vulnerable, humiliated, upset, etc.)
College complainant	Building Trades Advancement College
Director	A person who initiates a complaint Director of the Nova Scotia Private Career College Division or other such person in the Department of Labour and Advanced Education as designated by the Minister
discrimination	Making a distinction, whether intentional or not, based on a characteristic, or perceived characteristic, as outlined in section 5 of the Nova Scotia Human Rights Act, R.S. 1989, c 214, that has the effect of imposing burdens, obligations or disadvantages on an individual or class of individuals not imposed upon others or which withholds or limits access to opportunities, benefits, and advantages available to other individuals or classes of individuals in society
harassment	Conduct or commentary that is known or ought reasonably to be known to be unwelcome
hostile work or learning environment	An environment characterized by an activity (or activities) or behaviour(s) that disrespects the rights and dignity of another. The activity or behaviour does not have to be directed at a specific individual to create a negative or hostile environment; the activity or behaviour may be directed towards the BTAC community in general
OH&S Act	<i>Nova Scotia Occupational Health and Safety Act</i>

PCC Act	<i>Nova Scotia Private Career Colleges Act</i>
PCC Regulations	<i>Nova Scotia Private Career Colleges Operational Regulations</i>
outside site	Any site outside of the College where a student is required to attend for work placements or other activities related to the student's program of study
practicum	The period of time when a student is out of class to obtain practical experience on a job site
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
record	A complete student record kept for administration of the College and its programs
respondent	A person against whom a complaint has been made
sexual harassment	Sexual conduct or a course of comment that is known or ought reasonably to be known as unwelcome; sexual solicitation or advance made to an individual by another individual where the other individual is in a position to confer benefit on, or deny a benefit to, the individual to whom the solicitation or advance is made, where the individual who makes the solicitation or advance knows or reasonably ought to know that the advance or solicitation is unwelcome; or reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.
staff	Paid and nonpaid persons who regularly operate the College and its programming (including administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the College (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
tuition	Money paid for instruction and any other program enrollment costs not otherwise excluded from refund by the College's <i>Tuition Refund Policy</i>
witness	A person who has first person observations about an alleged incident or allegation

4.0 Policy

4.1 Overview

Each person in the BTAC community has a responsibility to foster a respectful work and learning environment by respecting the rights and dignity of others at all times. This policy applies, but is not limited to, interactions that take place on College property, outside site visits or placements (for example, practicum or work term placement) and through electronic means (for example,

texts, social media platforms, etc.). Discrimination or harassment, including bullying and sexual harassment, are prohibited by the College.

4.2 Complaints

- a) Any member of the BTAC community can make a complaint regarding behaviour which is contrary or perceived to be contrary to BTAC policy;
- b) A complaint may be made verbally or in writing to a member of the BTAC staff including but not limited to, the Training Director, administrative staff, instructors, or program chair;
- c) The College will make all reasonable efforts to resolve complaints or violations of BTAC policy of which it is aware through procedures outlined in this policy;
- d) BTAC will take all reasonable precautions to maintain confidentiality in the reporting and handling of complaints.

5.0 Procedures

5.1 Complaint Resolution

a) Informal Process

Where suitable, the College will encourage early resolution of conflicts between members of the BTAC community through the use of an informal complaint resolution process. This process involves the parties involved addressing one another directly and may involve guidance, support or mediation of an instructor, supervisor, or another BTAC staff.

Where direct discussion between the parties involved does not resolve the complaint, the complainant will have the option to initiate the formal complaint process. BTAC reserves the right in situations it deems serious, to initiate the formal complaint process directly.

b) Formal Process

When a situation cannot adequately be addressed through an informal resolution process, any student or staff member can submit a Formal Complaint form to initiate the formal complaint process.

- I. The complainant submits a Formal Complaint form to the Training Director. The complainant shall supply a detailed, but relatively brief summary of the complaint including timelines and documentation related to the issue.
- II. Upon receipt of the form, the Training Director or an individual authorized by the Training Director, will log the complaint and review the details to determine the next steps.
- III. The Training Director or authorized individual will determine whether the complaint constitutes a violation of policy. Where a complaint is found to be unfounded or not in violation of BTAC policy, the complainant will be informed of the decision either in person, in writing or both. Where a complaint is found to be warranted, the Training Director or authorized individual on behalf of the Training Director, will launch an investigation into the matter.

- IV. In investigating a complaint, the Training Director or an individual authorized by the Training Director, may employ various means to explore and resolve the complaint including, but not limited to:
 - Interviewing the complainant and others
 - Securing documentation that supports or disputes the complaint
 - Involving a third party for mediation, advice or counsel
 - V. Upon the conclusion of an investigation, the complainant and the respondent will be informed of the results of the investigation and the course of action BTAC will employ to resolve the situation. If the complaint is found to be unsubstantiated or not in violation of policy it will be dismissed. For complaints found to be valid, BTAC will impose an appropriate sanction. Sanctions may include, but are not limited to:
 - Verbal warnings
 - Restriction of BTAC privileges
 - Suspension
 - Dismissal from BTAC
 - Referral of the matter to legal authorities; and
 - VI. A copy of the complaint and resultant process will be filed in the appropriate BTAC student/staff records.
- c) Unresolved Complaint

Any complaint not deemed successfully resolved after the formal complaint process may form the basis of a complaint to the Director of the Private Career Colleges Division, under the PCC Act and its regulations.

6.0 Related References

6.1 Acts and Policies

Provincial Statutes

- the Nova Scotia Human Rights Act, R.S. 1989, c 214
- Private Career Colleges Act
- Private Career College Operational Regulations

BTAC Policies

- Attendance and Dismissal Policy
- Bullying and Harassment
- Privacy and Distribution Policy
- Tuition Refund Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The purpose of the Student Measurement policy is to ensure fair and informed evaluation of student learning and performance, and to outline the assessment of individual student academic progress and status.

2.0 Scope

This policy applies to students enrolled in the Electrical Construction and Industrial Pre-Employment Program offered by Building Trades Advancement College (BTAC).

3.0 Definitions

College	Building Trades Advancement College
course	A self-contained part of a prescribed program that encompasses a predetermined set of instructional objectives related to a specific content area and a specific period of instructional time.
course outline	A succinct document that presents the objectives and content of a course. It may include among other things, information on methodology, bibliography, details on course participation and the learning.
extraordinary circumstances	Those incidents that are beyond the student's control such as, but not limited to, hospitalization, accident or injury, or death of a family member.
formative learning assessment	Diagnostic mode assessment of which the primary function is to put in place the appropriate adjustments for optimum learning.
program	Encompasses ALL students in the same program that are graduating in the same academic year, regardless of the delivery method. (for example, programs with both in class and online options are determined to be in the same program)
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites

summative learning assessment	Learning assessment of which the primary purpose is to recognize the student's degree of knowledge and skills acquired in order to grant course credit based on computation of the student's marks and grades. Summative assessment may include periodic assessments done at pre-determined times during the course and at the conclusion of the course as specified in the course outline.
Supplemental Measurement of Learning	An evaluation providing an eligible student another opportunity to acquire a pass mark for the given course in which the student was unsuccessful
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College

4.0 Policy

4.1 Overview

BTAC applies student measurement practices that ensure equitable, fair and consistent evaluation of student academic and non-academic performance. BTAC has an on-going commitment to create and sustain a learning environment that encourages student learning, involvement, participation and growth. BTAC considers the measurement of student learning and progress to be a continuous process, not a single occurrence.

4.2 Informal Assessment

College staff are responsible for evaluating and assessing a student's academic progress and behavioural conduct. Feedback from evaluations and inappropriate behaviour is discussed with individual students on an ongoing basis by the appropriate College staff, allowing for student input

When a concern exists regarding student performance - academic or non-academic - College staff are expected to inform the student of the concern and to explain the nature of the concern, outlining the reasonable expectations for improvement and asking how the student intends to improve. Notation of the concern is completed and, provided to the student and the Training Director or designate. A copy is placed in the students file.

If significant improvement is not noted after a reasonable period of time or the nature of the issue is severe in nature, it is referred to the Formal Assessment Process (See 4.3 Formal Assessment).

4.3 Formal Assessment – Student Measurement Committee

A Student Measurement Committee is called to formally assess issues in the following areas:

- Failure to meet academic requirements
- Violations of the Academic Plagiarism and Dishonesty Policy
- Violations of the Bullying and Harassment Policy

The Student Measurement Committee may consist of the following representatives (or designates):

- a) Training Director or designate of the program involved, who also serves as chair.
- b) The College personnel involved (when appropriate, other staff may attend as guests).
- c) Appropriate individuals as guests (i.e. sponsoring agency, co-op coordinator).

Students shall be notified by the Training Director or designate in writing of the Student Measurement Committee meeting, its mandate and responsibilities at least two academic days in advance of the meeting. Student input and participation in the measurement process is valued and encouraged.

The Student Measurement Committee acts within the scope of the mandate of BTAC and its existing policies. The committee conducts an internal review of the academic failure or policy violation by ensuring that all relevant facts from all parties involved be reviewed and taken into consideration.

The student has the right to attend the measurement meeting and to make a presentation in person. If the student chooses to make a presentation, the staff involved also has the right to attend and make a presentation. In the event the student does not attend, the meeting will take place in their absence.

The student may be permitted to attend subsequent courses awaiting the decision of the Measurement Committee.

Student Measurement Committee decisions may include but are not limited to any of the following:

- a) additional requirements established for program completion,
- b) a reprimand so that the student is advised of unacceptable behaviour with formal notification that continuation of such behaviour will result in disciplinary action,
- c) change in Student Status (i.e. Probation, Suspension, or Expulsion), and/or
- d) overturning of the previous decision based upon information and evidence provided.

Discipline should be reasonable and progressive in nature and can range from verbal warning to expulsion. Committee decisions are made through a consensus decision making process for probation and suspension and may require a higher level of consultation for incidences of expulsion.

Records of the meeting, outcomes and other relevant documentation are confidentially maintained in the student's file for the current academic year. For meetings resulting in the termination of a student's training, records become part of the official student file.

In cases of severe breach of College policies, the Training Director or designate may suspend a student for a period of three academic days while waiting the scheduling of the Student Measurement Meeting.

The date the student is advised of the committee's decision is the actual date of the measurement meeting, not the date of the letter of notification. At the time of student advisement, the student is also informed of their right to appeal.

A copy of the letter notifying a student the Student Measurement Committee's decision is copied to the Training Director and sponsor (if applicable) and maintained in the official student file.

In the case of a change in student status, the staff adds the appropriate notation to the official student file.

Students who have been suspended for disciplinary reasons will be readmitted to a class or program only after the time frame specified, and conditions of the measurement committee decision have been met.

5.0 Procedures

5.1 Learning Agreement

A Learning Agreement is an academic intervention for students experiencing extraordinary circumstances that may prevent the completion of course or program learning outcomes in the usual time frame of the semester and/or the usual classroom setting. It is an instrument to support the tenets of a learning culture and to support student achievement.

- a) A Learning Agreement is available to a student, based on their previous academic performance and/or their potential for future academic accomplishment. It is a mutual, documented contract between the student and the faculty member. It clearly provides a written summary of the circumstances and the agreed upon intervention strategy and conditions, including completion date,
- b) Once signed by the student, the faculty member, and the Training Director or designate, the Learning Agreement is recorded and kept in the student's file until all conditions have been met and it is discharged; it must, therefore, clearly state what is to be done and by whom,
- c) While a Learning Agreement may be a modification to the existing course outline and/or an amplification of existing BTAC policies, at no time may a Learning Agreement compromise the learning outcomes of a course or program.

6.0 Related References

6.1 Policies

BTAC Policies

- Academic Plagiarism and Dishonesty Policy
- Academic Recognition Policy
- Attendance and Dismissal Policy
- Bullying and Harassment Policy
- Practical-Based Learning (PBL) Policy
- Privacy and Distribution Policy
- Student Status and Appeals Policy

- Supplemental Measurements of Learning Policy
- Transcript of Marks and Grading Method Policy
- Tuition Refund Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

To outline the requirements for attendance and dismissal from programs offered by the Building Trades Advancement College (BTAC).

2.0 Scope

This policy applies to students enrolled in programs offered by BTAC.

3.0 Definitions

attendance	Refers to the time that a student is present in their program (in class, during practicum or other sanctioned activities)
College	Building Trades Advancement College
Director	Director of the Nova Scotia Private Career College Division or other such person in the Department of Labour and Advanced Education as designated by the Minister
OH&S Act	<i>Nova Scotia Occupational Health and Safety Act</i>
PCC Act	<i>Nova Scotia Private Career Colleges Act</i>
PCC Regulations	<i>Nova Scotia Private Career Colleges Operational Regulations</i>
practicum	The period of time when a student is out of class to obtain practical experience on a job site
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
record	A complete student record kept for administration of the College and its programs
refund	Repayment of tuition expressed as a portion of the total amount paid to the college
staff	Paid and nonpaid persons who regularly operate the College and its programming (including administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the College (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
tuition	Money paid for instruction and any other program enrollment costs not otherwise excluded from refund by the College's <i>Tuition Refund Policy</i>

4.0 Policy

4.1 Attendance Requirements

Attendance is mandatory for all programs. Students should refer to their specific program outline for details on the minimum attendance requirements for graduation from that program.

4.2 Notice of Absence

Program Instructors are responsible for maintaining accurate attendance records. The attendance record will include the following minimum information for each day:

- I. The name of the program;
- II. The module being taught;
- III. The date, time, location and number of hours of instruction delivered to the class;
- IV. The name of the instructor present;
- V. The name of each student present;
- VI. The number of hours attended by each student, as recorded by the instructor present;
- VII. For distance education or online learning class, the number of hours of online activity for each student.

As a general practice, students should notify their instructor of their absence prior to the start of class and with as much advance notice as possible. Notice of an absence or explanation of a previous absence or absences should be provided by the student in writing to the Program Instructor.

4.3 Lost Hours

Provisions for making up lost time are unique to each BTAC program and will be communicated to students in their program outline.

4.4 Absence for Medical Reasons

Program hours missed by a student for medical reasons, as explained in medical documentation provided by the student, will not be counted for the purposes of an immediate dismissal under subsection 4.5 of this policy (which references subsection 38 (3) of the PCC Regulations).

4.5 Occupational Health and Safety

Students in all programs must attend and satisfactorily complete the occupational health and safety training required by clause 22 (a) of the *Occupational Health and Safety Act*, which states that an occupational-training program within the meaning of the PCC Regulations shall include instruction in the principles of occupational health and safety contained in the OH & S Act.

Students will also have to complete an evaluation related to the OH & S related training which will be filed in the student's record.

4.6 Conditions for Immediate Dismissal

Subject to clause 4.7 of this policy (which references subsection 38(4) of the PCC Regulations), any student who misses 3 consecutive weeks of classes or 10% of the total hours of their program, whichever occurs first, will be subject to immediate dismissal from the program.

4.7 Missed Hours

The College will not count any of the following missed hours for the purposes of subsection 4.6 (which references subsection 38(3) of the PCC Regulations):

- a) Any missed hours that the student intends to make up under a formal arrangement that is made by BTAC with the student, and if not part of the College's attendance and dismissal policy as referred to in clause 4.3 of this policy, is approved by the Director;
- b) If allowed under the BTAC attendance and dismissal policy as referred to in clause 4.4, any hours missed for medical reasons, as explained in the medical documentation submitted by the student.

5.0 Procedures

5.1 Instructor Notification

At the earliest point and where possible, instructors will try to resolve issues of absenteeism directly with the student. Absenteeism issues not resolved directly will be referred to the Training Director for further action. The Training Director will be responsible for providing the student with written notice of the policy violation and how or if it can be resolved.

5.2 Dismissal

On dismissing a student from a program for any reason, BTAC will provide the student with a written notice of dismissal that includes the reason for the dismissal and the effective time and date of the dismissal.

In dismissing a student from a program, BTAC will act in accordance with the PCC Act and PCC Regulations, any conditions attached to the program approval, the student contract and the College's policies, rules and regulations.

6.0 References

6.1 Acts and Policies

Provincial Statutes

- Occupational Health and Safety Act
- Private Career Colleges Act
- Private Career College Operational Regulations

BTAC Policies

- Bullying and Harassment Policy
- Privacy and Distribution Policy

- Student Complaint Policy
 - Tuition Refund Policy
-

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The Building Trades Advancement College (BTAC) is committed to supporting and recognizing student achievement through the awarding of various academic distinctions. The purpose of this policy is to describe the process and criteria whereby recognition of student academic achievement is recognized by BTAC through the granting of Honours, and/or the Highest Academic Standing in a Program award.

2.0 Scope

This policy applies to students who have successfully completed a certificate program who meet the criteria for Honours and/or Highest Academic Standing in a Program award for the Electrical Construction and Industrial Pre-Employment Program.

3.0 Definitions

College program	Building Trades Advancement College encompasses ALL students in the same program that are graduating in the same academic year, regardless of the delivery method (for example, programs with both in class and online options are determined to be in the same program)
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student student file	Any person enrolled at the college (current, future or past) Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites

4.0 Policy

4.1 Honours

Honours designation recognizes a student's overall academic achievement upon successful completion of a certificate.

Students must have successfully completed all requirements of the certificate including all term courses and practicums (i.e. work experience) and be eligible for graduation.

Honours recognition is based on outstanding academic performance at BTAC. In order to be eligible for honours, students must have achieved an average of 85 with no mark below 80 in courses required to graduate.

4.1 Highest Academic Standing in a Program

The Highest Academic Standing in a Program award recognizes the student in each program who has successfully completed and achieved the highest academic standing within the program.

Students must have successfully completed all requirements of the certificate including all term courses and practicums (i.e. work experience) and be eligible for graduation.

A student is only eligible for the Highest Academic Standing in a Program award if they have achieved honours. If no student in the program has achieved honours, then no Highest Academic Standing in a Program award will be given for that program.

If more than one student has the identical numerical grade averages (extended to three decimal points) more than one award may be granted.

5.0 Procedures

5.1 Awarding of Distinction

The staff verifies that the student meets all requirements for the awarding of academic recognition awards.

The staff ensures that the student transcript indicates the official designation as awarded and is responsible for the retention of student files.

Awards of Distinction will be presented at the graduation ceremony.

6.0 Related References

6.1 Policies

BTAC Policies

- Certification and Graduation Obligations Policy
- Student Status and Appeals Policy
- Transcript of Marks and Grading Method Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

Academic honesty is an important pillar of teaching and learning and is central to the learning environment enjoyed by all members of The Building Trades Advancement College (BTAC) and an expectation of all BTAC applicants, students, faculty and staff. A breach of academic honesty is considered to be an offense against the academic integrity of the learning environment. This policy is intended to ensure adherence to BTAC's standard of honesty and scholarly integrity in all activities relating to teaching, supervision, research, administrative and consultative work of faculty and staff and to protect the academic integrity of the institution.

Conducting ones-self with academic integrity is a key part of the educational process for students at BTAC. High standards of academic integrity are integral to ensuring that BTAC graduates are of the highest possible quality and, thus, to safeguarding BTAC's reputation as a quality learning institution. College members' responsibilities extend to being aware of and complying with the principles of academic integrity, identifying academic misconduct which breaches the policy and responding appropriately with a view to providing any necessary education and/or imposing any appropriate sanctions.

2.0 Scope

This policy outlines the principles which support academic integrity, to describe the College's expectations of conduct related to academic plagiarism and dishonesty, and to define sanctions for academic misconduct. It applies to all students and staff of the College and to all activities related to teaching and learning, supervision, research, administrative and consultative work for the Electrical Construction and Industrial Pre-Employment Program. It requires that members of the College community be meticulously honest in all activities relating to their academic activities at BTAC. Conduct falling short of this standard may amount to academic misconduct and be subject to sanctions under this policy.

3.0 Definitions

academic integrity

The requirement for all College students, employees and applicants to conduct themselves in an honest and trustworthy manner in all aspects of their academic career

academic dishonesty

An intentional, reckless, careless or improper act for the purpose of obtaining, for oneself, or a third party, academic advantage, credential, admission or credit by deception or fraudulent means

academic expulsion	An order which immediately terminates any contractual relationship with the College and terminates all College activities due to academic misconduct
academic misconduct	A breach of the Academic Plagiarism and Dishonesty Policy
academic probation	Occurs when a student's current academic achievement is below the minimum academic requirement of their enrolled program, and the student will not likely successfully complete a course of studies within a planned time frame; or their performance outcomes demonstrate a potential that the student will not be successful
academic suspension	Occurs when there is no likelihood that a student will achieve success in his or her program or course of studies
College	Building Trades Advancement College
extraordinary circumstances	Those incidents that are beyond the student's control such as, but not limited to, hospitalization, accident or injury, or death of a family member
Graduation	The annual Graduation Ceremony hosted by BTAC will include eligible graduates from all certificate and diploma programs
industrial property	Includes inventions (patents), trademarks, industrial designs and geographic indications of source.
intellectual property	Creations of the mind including inventions, literary and artistic works, symbols, names, images, and designs used in commerce
plagiarism	Presentation or submission of work or data (published or unpublished in any form), done in whole or in part by other persons, without citation or credit, as the student's own work i.e., a group project, book, journal, electronic media, etc., plagiarism can be intentional or occur through carelessness
record	A complete student record kept for administration of the College and its programs
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
witness	A person who has first person observations about an alleged incident or allegation

4.0 Policy

4.1 Overview

The Building Trades Advancement College (BTAC) is committed to promoting and ensuring the academic integrity of student learning. Academic honesty and integrity are fundamental expectations of learners as they assume responsibility for their learning and behaviour especially in the submission of work for academic evaluation. Instructors are responsible for clearly communicating course requirements and their expectations on academic honesty and integrity, and students are responsible for learning and adhering to expectations and requirements. Students are responsible for knowing what constitutes an academic offence. An offence may be deemed to have been committed whether the student knew a particular action was an offence or ought reasonably to have known. Ignorance does not excuse students from the responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult their instructor before submission of an assignment.

All students are expected to act ethically, honestly and with integrity in all academic matters. Academic dishonesty is behavior that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines BTAC's ability to evaluate a student's academic achievements, or restricts the College's ability to accomplish its learning outcomes. BTAC takes a serious view of academic misconduct and will penalize students who are found responsible for offences associated with academic dishonesty, misrepresentation of personal performance, restrictions of equal opportunities for access to scholarly resources, or damage to the integrity of scholarly exchanges.

BTAC is committed to academic integrity in teaching, learning, research and all other activities involving its students and staff and requires that all students and staff avoid all forms of academic dishonesty and plagiarism and conduct themselves in an honest and trustworthy manner in all aspects of their relationship with BTAC.

Every reasonable step will be taken to discover breaches of the standards of academic Integrity.

All suspected breaches of this policy will be investigated in accordance with the procedures supporting this policy.

4.2 Examples

BTAC examples of academic misconduct include, but are not limited to the following:

- a) Plagiarism, in the broadest sense, is misrepresenting the work of others as one's own. Plagiarism can be understood as the act of copying, reproducing or paraphrasing significant portions of someone else's published or unpublished material, and representing these as one's own thinking by not acknowledging the appropriate source or by the failure to use appropriate quotation marks. This includes, but is not limited to, print material, photos, drawings, restating a catchy

phrase or slogan, computer code, and designs. Students have the responsibility to learn and to use the conventions of documentation, and, if in any doubt, are encouraged to consult with their instructor.

- b) Copying another person's answers to an examination question.
- c) Using another's data or research findings.
- d) Buying or selling essays, papers, or assignments.
- e) Copying from or using prohibited material in an assignment or examination including, but not limited to, textbooks or other documentary or electronic equipment, personal notes, or other aids not approved by the instructor, for example, accessing unauthorized test questions from an electronic database.
- f) Improper academic practices including the falsification, fabrication, or misrepresentation of material that is part of academic evaluation, the learning process, or scholarly exchange. This offence would include reference to resources that are known not to exist or the listing of others who have not contributed to the work.
- g) Co-operating or collaborating in the completion of an academic assignment, in whole or in part, when the instructor has indicated that the assignment is to be completed on an individual basis.
- h) Impersonation by having someone impersonate oneself, either in person or electronically, in class, in an examination, or in connection with any type of course assignment or material or availing oneself of the results of such impersonation. Both the impersonator and individual impersonated (if aware of the impersonation) are subject to the academic dishonesty process.
- i) Submitting a false medical or compassionate certificate or presenting other such documentation under false pretenses.
- j) Improperly obtaining, through theft, bribery, collusion or otherwise, access to privileged information, or examination paper or set of questions.
- k) Submitting the same course work, research, or assignment for credit on more than one occasion in two or more courses without the prior written permission of the instructors in all of the courses involved; misrepresenting the amount of work an individual has contributed to a group assignment or activity.
- l) Possession or use of an unauthorized aid, to use or obtain unauthorized assistance in any academic examination, term test, assignment, or in connection with any other form of academic work. Such aids or material may include, but are not limited to, specific documents, electronic equipment or devices, and commercial services (such as writing, editorial, software, or research survey services).
- m) Damaging the work of another student.
- n) Interfering with the right of other students to pursue their studies or their ability to access resources.
- o) Failing to follow instructions related to evaluation and/or assessment processes (start/stop times, etc.).
- p) Attempting to influence a person to alter a grade through inappropriate means.
- q) Requesting special consideration based on false statements for the purpose of obtaining an advantage in relation to the completion of course requirements.

- r) Using an electronic device (mobile phone, laptop, etc.) during an assessment without prior approval from the instructor.

4.3 Injunctions

Where a breach of this policy is established, injunctions will be imposed progressively, depending on the nature of the incident and any past infractions of the policy. An Academic Misconduct Letter will be issued to the student by the Training Director or designate, the letter will clearly indicate the outcomes of the review which may include one or more of the following injunctions, but are not limited to the following:

- a) A requirement that the student resubmit the evaluation and/or assessment and/or submit other additional work;
- b) Partial or total loss of marks on the exam/assignment in which the offence occurred;
- c) Partial or total loss of marks for the course in which the offence occurred;
- d) A notation in the student file;
- e) A notation on the student's official transcript;
- f) Non-admittance to the College
- g) Suspension from BTAC;
- h) A recommendation for expulsion from BTAC;
- i) A recommendation for rescinding of the credential. A person, who is found guilty of academic misconduct after having been approved for graduation, or after having a credential conferred, may have that credential rescinded retroactively.

Injunctions for academic misconduct will consider the severity and frequency of the academic offence as determined by the Training Director.

4.4 Appeals

Students have the right to appeal if they disagree with a finding that there has been a breach or with the injunction imposed. The grounds for an appeal are limited to those set out in the Student Status and Appeals Policy.

5.0 Procedures

5.1 Suspected Violations

Academic Integrity is an important aspect of academic education, scholarship and achievement. It requires that members of the College community be meticulously honest in all activities relating to their academic activities at BTAC. Conduct falling short of this standard may amount to academic misconduct and be subject to injunctions under this policy.

Suspected violations of academic integrity and honesty will result in an assessment of the student's action with reasonable and progressive disciplinary action where a violation is confirmed.

The responsibility for detecting academic misconduct on term assignments and other course requirements lies with the instructor, who may make use of reports from others and/or

originality/plagiarism detection software to assist in detection. Where academic misconduct is suspected, the instructor:

- a) shall retain possession of suspect material; and
- b) shall initiate the steps below.

The instructor is required to inform the student directly when conduct may be in violation of the Academic Plagiarism and Dishonesty Policy.

Steps:

- i) The instructor will draft an Academic Misconduct Report Letter.
- ii) The instructor will obtain further evidence of misconduct as necessary and connect with the staff to determine if the conduct is the first academic misconduct offence reported.
- iii) The instructor will draft an Academic Misconduct Decision Letter.
- iv) The instructor will meet with the Training Director to review both the Academic Misconduct and Decision letters, specifically the proposed injunctions.
- v) The Training Director signs both Academic Misconduct and Decision letters, signifying approval.
- vi) Within five (5) business days of alleged incident, the instructor will meet with student to review the Academic Misconduct Report and Decision letters.
- vii) During the meeting, the instructor will provide the student with a copy of each letter and refer to the Academic Plagiarism and Dishonesty Policy and will require the student to sign the letters to signify their acceptance.
- viii) During the meeting, the student can accept the letters to be true and correct by signing each one to signify their acceptance, thereby accepting the injunction(s).
- ix) The instructor provides completed and signed forms to the Training Director.
- x) Within five (5) business days of the Academic Misconduct Report and Decision letters being signed by the student, the Training Director provides the original copies to the staff they are placed in the student's file.

5.2 Student Invalidation

Where a student does not accept either the truth of the Academic Misconduct Report letter or the penalty imposed, the student may submit a written response by delivering a hard copy to the office of the BTAC Training Director. The written response may include supporting documentation. Such response must be received by the Training Director within three (3) business days of the student's meeting with their instructor. Failure by the student to submit a written response within this timeline will be deemed to indicate the student's acceptance of the Academic Misconduct Report letter as true and accurate and of the injunctions imposed.

Within three (3) business days of receiving the written response from the student, the Training Director will meet with the student and the instructor to review the Academic Misconduct Report letter and/or the Academic Misconduct Decision letter and the written response from the student.

Within two (2) business days, the Training Director may confirm or vary the contents of the Academic Misconduct Report letter or the injunction(s) imposed after which the Training Director will forward the Academic Misconduct Report letter and Academic Misconduct Decision

letter and all supporting documentation to the staff within five (5) days where it is to be placed in the student's file.

In cases where the student does not accept the report, they are advised during the meeting by the Training Director of their ability to apply for a formal appeal under the Student Status and Appeals Policy, specifically highlighting the responsibility of the student to establish grounds.

5.3 Record of Academic Misconduct and/or Expulsion

First Offence

A first offence of academic misconduct, unless considered severe, may result in an Academic Probation and will be recorded by the staff and placed in the student's file but not on their academic record.

Second Offence

A second offence of academic misconduct may result in an Academic Suspension as per the Student Status and Appeals policy and will appear on the student's academic record and transcript. This notation will be expunged from the student's record and transcript upon graduation.

Students who do not graduate from BTAC may submit a request to the staff to have the record of the offence expunged no sooner than three (3) years after the date of the student's last registration.

Expulsion

The record and notation of Academic Expulsion is permanent, unless a petition to have the record expunged has been approved by the President. Students may submit a request to the Office of the Registrar to have a record of expulsion expunged from their academic record no sooner than five (5) years after the date of the expulsion.

5.4 Timelines

In all cases, the College will endeavor to resolve matters falling under this policy in a timely manner. In rare and extraordinary circumstances, the College and/or the student may not be able to adhere to the timelines set out in these procedures. In these cases, the timelines may be extended with the permission of the Training Director.

6.0 Related References

6.1 Policies

BTAC Policies

- Certification and Graduation Obligations Policy
- Practical-Based Learning (PBL) Policy
- Privacy and Distribution Policy
- Student Status Policy
- Transcript of Marks and Grading System Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The Building Trades Advancement College (hereafter referred to as "BTAC" or "the College") has the right, as well as the legal and moral responsibility, to ensure that all its members are treated fairly, equitably, and respectfully, in order to provide a learning, working and living environment that is inclusive and barrier-free. BTAC is committed to fulfilling the requirements of the Nova Scotia Human Rights Act and this policy outlines the obligations of the College and its employees.

2.0 Scope

This policy applies to students of, or applicants to the College and all other members of the College community for the Electrical Construction and Industrial Pre-Employment Program, who have a disability within the meaning of the Nova Scotia Human Rights Act.

3.0 Definitions

academic accommodation	Refers to support provided to enable students to meet program outcomes, while at the same time maintaining the academic integrity of program curriculum
accessible formats	Formats that are an alternative to standard print and are accessible to people with disabilities. Accessible formats may include large print, Braille, recorded audio and electronic formats such as DVDs, CDs, screen readers, etc.
accessibility plan	A plan that describes the actions an organization will take to prevent and remove barriers and when it will do so
College communications	Building Trades Advancement College The term communications as it is used in the Information and Communications Standard refers to the interaction between two or more people or entities when information is provided, sent or received
communication supports	The term supports as it is used in the Information and Communications Standards refers to supports that individuals with disabilities may need to access information. Some examples include plain language, sign language, as well as reading the information out loud to a person with vision loss, adding captioning to videos or using written notes to communicate with someone who is hard of hearing
disability	"Physical disability or mental disability" means an actual or perceived

	<ul style="list-style-type: none"> (i) loss or abnormality of psychological, physiological or anatomical structure or function (ii) restriction or lack of ability to perform an activity, (iii) physical disability, infirmity, malformation or disfigurement, including, but not limited to, epilepsy and any degree of paralysis, amputation, lack of physical co-ordination, deafness, hardness of hearing or hearing impediment, blindness or visual impediment, speech impairment or impediment or reliance on a hearing-ear dog, a guide dog, a wheelchair or a remedial appliance or device, (iv) learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language, (v) condition of being mentally impaired, (vi) mental disorder, (vii) dependency on drugs or alcohol.
Graduation	The annual Graduation Ceremony hosted by BTAC will include eligible graduates from all certificate and diploma programs
program	Encompasses ALL students in the same program that are graduating in the same academic year, regardless of the delivery method. (for example, programs with both in class and online options are determined to be in the same program)
program coordinator	The person whose job it is to organize events or activities and to negotiate with others in order to ensure they work together effectively to deliver a program.
service accommodation	A change or increase in resources or services offered by BTAC to accommodate the particular needs of a student with a disability
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the College (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
undue hardship	<p>Undue hardship must be demonstrated objectively. Factors to consider include:</p> <ul style="list-style-type: none"> a) significant alteration of the fundamental nature of the program or service;

- b) financial costs of accommodation;
- c) organizational inconvenience which has a substantial effect on the College due to disruption of operations;
- d) significant adverse impact on learning opportunities for other students; and
- e) risk of safety or health hazards to other persons or property.

4.0 Policy

4.1 Overview

The purpose of this policy is to ensure BTAC students with a disability will be able to maintain their independence and dignity during their studies. BTAC will accomplish this through providing reasonable accommodations to accepted students, while at the same time maintaining the academic integrity of courses/programs. Students are to provide documented proof of disability to the appointed campus representative. This policy covers the span between when a student identifies their need for an accommodation with the College until the student is no longer a registered student at BTAC.

BTAC will use reasonable efforts to ensure accessibility policies are consistent with the following four key principles:

- Dignity - Service is provided in a respectful manner consistent with the needs of the individual
- Independence - Services for people with disabilities shall support their independence while respecting their right to safety and personal privacy
- Equity/Equality of Outcome - Service outcomes are the same for persons with disabilities as for persons without disabilities
- Integrate - Services allow people with disabilities to fully benefit from the same services, in the same place and in the same or similar way as other customers

4.2 Information and Communications

BTAC is committed to meeting the communication needs of people with disabilities. BTAC will provide information and communication materials in accessible formats or with communication supports upon request. Accessible formats and communication supports for persons with disabilities will be provided in a timely manner, taking into account the person's accessibility needs.

The College will consult with persons with disabilities to determine how to provide accommodation for their information and communication needs. If necessary, the College will provide an explanation of why the information and communication are unconvertible and a summary of such information and communication. The College will provide student records and education/training resources and materials in an accessible format upon request.

4.3 Accommodation

Accommodation of students with a disability involves making adjustments to their educational environment or providing alternative arrangements to eliminate any discriminatory effect they would otherwise have on the students because of their disability. The goal of accommodating students with a disability is to ensure their fullest possible participation in a timely manner and to the same extent as students without disabilities, not only in the classroom, but in all aspects of the educational experience, and to ensure that they have the opportunity to meet their individual potential.

4.4 Academic Accommodations

Academic Accommodations are individualized alterations in how a student:

- accesses course or program content and information;
- participates in learning and course work; and/or
- demonstrates skills or knowledge.

They allow a student a fair opportunity to engage in academic activities and fulfill essential course and program requirements.

Academic Accommodations do not:

- reduce the student's responsibility to meet academic standards;
- remove or alter essential course/program content or course/program standards and requirements;
- remove or alter the fundamental requirements for evaluation and independent demonstration of knowledge and skills; or
- diminish the academic integrity of the College's programs.

Students with specific, documented needs related to a disability may be provided with exam accommodations, such as a separate location or extended time for exam completion. Students, staff, and faculty share responsibility for planning, implementing and monitoring Academic Accommodations in accordance with the Accessibility and Accommodations Policy.

4.5 Service Accommodation

Service Accommodation is a change or increase in resources or services offered by BTAC to accommodate the particular needs of a student with a disability.

Service accommodations may include, but are not limited to, the following:

- a) alternative media to support exceptional needs and individual learning styles
- b) design of academic and classroom accommodations
- c) special arrangements or accommodations for tests and exams

4.6 Reasonable Accommodation

Reasonable and appropriate accommodation, as determined by valid supporting documentation, can be made by providing alternative ways to meet the program outcomes

where a person is unable to meet program outcomes because of a disability. Accommodation is not reasonable if it imposes undue hardship. An accommodation is reasonable when it is at a point that providing an accommodation would not pose undue hardship to the College community giving due consideration to budgeting requirements, outside sources of funding/support, and health and safety requirements. Accommodation will not in any manner reduce the standards, academic or otherwise, of BTAC.

4.7 Student Responsibilities

Applicants are not required to notify BTAC of a disability or need for accommodations prior to admission. However, appropriate academic and service accommodations require time to plan and implement. Students with disabilities are encouraged to self-identify early by checking off the box on the application form noting they have a disability/accommodation and/or accessibility needs.

Student responsibilities include:

- a) self-identify a disability to College staff;
- b) provide comprehensive disability information and documentation supporting each Academic Accommodation request so that appropriate services may be implemented;
- c) provide the funding to pay for supports on campus which have a cost associated with them such as professional tutoring, note-taking, etc.;
- d) collaborate with the staff on an ongoing basis to manage the accommodation process (planning, implementation, and monitoring), including providing additional medical or psychological information to the staff as required;
- e) meet the curriculum learning outcomes and essential requirements of courses and programs once accommodation is provided.

Students with a disability already enrolled in a BTAC program or course who have not self-identified in the application process or during orientation are encouraged to contact the staff to discuss disability-related needs, and to arrange for reasonable and appropriate accommodations to be made.

4.8 College Responsibilities

BTAC is responsible to:

- a) support students in self-identifying a disability and requesting Academic Accommodations;
- b) request comprehensive disability information supporting each Academic Accommodation;
- c) advise applicants and students of the services and accommodations available to students with disabilities and how they can be accessed;
- d) lead the planning, implementation, and monitoring of Academic Accommodations;
- e) assist the student (when BTAC staff are asked) in completing the paperwork to apply for the funding to cover these needs;
- f) maintain the academic standards for all courses and programs. Learning outcomes for College programs and courses will reflect bona fide occupational requirements;

- g) take an active role in ensuring that alternative approaches and possible accommodation solutions are investigated;
- h) evaluate whether a requested accommodation results in undue hardship;
- i) provide reasonable and appropriate academic accommodations when requested by students with disabilities;
- j) BTAC may consider the following factors when assessing academic accommodations:
 - i. the need to maintain BTAC's academic standards.
 - ii. the existence of a public safety risk or a substantial risk of personal injury to the student with a disability.
 - iii. whether a reasonable accommodation can be made within BTAC's budget or through the students' funding sources;
- k) any appeals of a decision relating to accommodation of disabilities shall be dealt with under the College's Student Complaint Policy.

5.0 Procedures

5.1 Overview

Applicants are not required to notify BTAC of a disability, or need for accommodations prior to admission, however, appropriate academic and service accommodations require time to plan and implement, therefore students with disabilities are encouraged to self-identify early. A delay in contacting the program coordinator or staff may result in an inability to provide the services required and may delay implementation of possible accommodations. It is important for students with known disabilities to apply and register as early as possible.

Implementation requires that students, staff and faculty perform various functions as set out below in relation to disability identification, gathering of information, and development of accommodations.

5.2 Identifying Students with Accommodations Needs

Student's with Existing Documentation

- Students with disabilities shall contact the program coordinator of their program. This will facilitate the provision of special arrangements necessary to accommodate the disabilities.
- The program coordinator arranges to meet with the individual. Whenever possible, meetings will be done face-to-face, however, in certain situations it may not be possible, and contact will be made via email, and/or over the telephone.
- During Accommodation meetings, the program coordinator determines individual student needs relating to accommodations and accessibility and develops a Distinct Accommodations Plan in partnership with the student, and/or others as needed. BTAC requires documentation from a psychologist, psychiatrist, or medical doctor to accommodate students with disabilities. At this time, disability related documentation generally needs to be no more than three (3) years old, to meet funder requirements.
- Students with disabilities are responsible for providing the funding required for the accommodations which have a cost associated with them – for example, computers,

assistive technology, professional tutoring, and note-taking services. The program coordinator or staff can assist the student in completing the appropriate forms to obtain possible funding.

- At the beginning of each semester, the program coordinator provides each instructor with a Distinct Accommodations Plan for each student's respective accommodation requirements. It includes recommendations for classroom and instructional delivery adaptations for the specific disability.
- With the use of these accommodations, the student is expected to achieve the same standard of quality and proficiency as required of other students in the course.

Student's Assessed while Attending BTAC

It is recognized that needs for accommodation may arise or evolve over time and that the nature of the need for accommodation may not be clear from the outset. Therefore, accommodation requests can be made at any point during the student's academic career. This section of the procedure addresses these situations.

- Students who are not meeting the academic standards of their respective program and/or are experiencing behavioural difficulties shall be referred to the program coordinator.
- During the meeting(s) with the program coordinator, it may be determined that the student may have (a) disability(ies).
- In all cases, if the program coordinator determines through their evaluation that there is a high likelihood that a student has a disability, the student will be provided with information necessary to obtain a formal assessment. The program coordinator can set up temporary accommodations and services based on the use of a Temporary Distinct Accommodations Plan which can be adjusted once formal documentation is received. Any financial implications for these services are the responsibility of the student, however, every effort shall be made to assist the student in obtaining funding to cover the supports which have a cost associated with them.
- No mention of accommodation shall be placed on a transcript.
- While BTAC shall do its best to facilitate appropriate support and accommodations, the student must accept the final responsibility for meeting course and program requirements. Those providing services shall make a conscious effort to encourage students with disabilities to become autonomous learners and self-advocates.

5.3 Gathering Information

The student, staff and faculty work together to identify disability impacts and accommodation needs and obtain and bring together comprehensive information to support each academic accommodation request.

Each request for accommodation must be supported by comprehensive information, including but not limited to:

- a) the nature of the disability;
- b) the current impact of the disability; and, where possible,
- c) explicit recommendations for Academic Accommodations

This includes documentation which states the review and opinion of a recognized medical or psycho-educational professional about the student's current level of functioning. Any opinions expressed in any of the documentation must be those of a trained professional with recognized expertise in the area to which the opinion relates.

In all cases, the College reserves the right to request additional documentation or information.

5.4 Distinct Accommodation Plan

The student, staff and faculty are responsible to facilitate the Distinct Accommodation planning process. The student is responsible to request specific academic accommodations.

The program coordinator of the individual program shall review all requests for Academic Accommodation, and may:

- provide the Academic Accommodation;
- recommend alternative Academic Accommodations;
- refuse the Academic Accommodation on the basis that:
 - further information is required to support the request
 - the request does not fall properly under this policy;
 - the accommodation would impose undue hardship; or
 - defer a decision until the student has satisfied outstanding requests for further information.

The student, staff and faculty are responsible to implement and monitor Academic Accommodations

6.0 Related References

6.1 Acts and Policies

Federal and Provincial Statutes

- Freedom of Information and Protection of Privacy Act
- Human Rights Act
- Personal Information Protection and Electronic Documents Act

BTAC Policies

- Certification and Graduation Obligations Policy
- Practical-Based Learning (PBL) Policy
- Privacy and Distribution Policy
- Transcript of Marks and Grading System Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The purpose of this policy is to ensure students of the Building Trades Advancement College (BTAC) have met graduation requirements prior to certification, that the transcript of marks has been verified against the approved Curriculum Standard, and that regulations respecting certification have been met to support the certification awarded.

2.0 Scope

This policy applies to all BTAC graduating students for the Electrical Construction and Industrial Pre-Employment Program.

3.0 Definitions

Certificate	A certificate issued to a student who has successfully completed a training program of less than two years and has satisfied the requirements of a prescribed program profile.
Certificate of Achievement	A certificate issued to a student upon successful completion of a training session in a specific field, which includes a formal evaluation, but which does not lead to a diploma or certificate.
Certificate of Participation	A certificate issued to a student for participation in at least 70 per cent of the established duration of a program of studies or a training session and which does not include a formal evaluation.
Certification	An official recognition of a student's successful completion of a training service by means of a diploma, a certificate, a certificate of achievement or a certificate of participation.
College course	Building Trades Advancement College A self-contained part of a prescribed program that encompasses a predetermined set of instructional objectives related to a specific content area and a specific period of instructional time.
Credit	A unit of measure which indicates the time allocated to address the course competencies.
Curriculum Standard	An approved document that contains all pertinent information required for program/plan delivery. It encompasses the information contained in the program profile, program structure and course outlines attached to a program. In the case of non-regular, contract and short-

	term training the curriculum standard may consist of the compiled course outlines developed for each delivery.
Diploma	Presented to a student who has successfully completed a training program of two years or more and has satisfied the requirements of a prescribed program profile and has accumulated a minimum of 45 credits during the training.
graduate	Refers to a student who has successfully completed all program requirements.
Graduation	The annual Graduation Ceremony hosted by BTAC will include eligible graduates from all certificate and diploma programs.
Interruption in Studies	An interruption in studies by a student who is NOT pursuing the course or courses required for BTAC credential within a 12 month period after the end of their studies with BTAC.
missed evaluation	An evaluation that was missed during the course for which alternative arrangements can be made only in the event of extraordinary circumstances and/or prior approval of the instructor
normal progression	A student who is successfully progressing through a program and will graduate in the number of terms designed for a full-time student.
posthumous credential program	Refers to a credential awarded after the death of a student. Encompasses ALL students in the same program that are graduating in the same academic year, regardless of the delivery method. (for example, programs with both in class and online options are determined to be in the same program)
practicum	The period of time when a student is out of class to obtain practical experience on a job site
record	A complete student record kept for administration of the College and its programs
refund	Repayment of tuition expressed as a portion of the total amount paid to the college
registration fee	Refers to the fee collected upon enrollment in a program
respondent	A person against whom a complaint has been made
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites

timely completion	A student has a maximum of five years to complete a multiple-year diploma program, and two years to complete a certificate program; from the date of commencement of the first course until the completion of the last requirement of the credential.
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
Training Session	A period of training duration in which a student enrolls in one or more individual courses but is not enrolled in a full program of studies.
work experience	The process whereby students come to learn from experiences in educational and practice settings, and integrate the contributions of those experiences in developing the understandings of the related profession

4.0 Policy

4.1 Overview

BTAC recognizes the achievement of its students by issuing official certification documents and inviting all eligible graduates to attend a Graduation Ceremony.

Official recognition of successful completion of a program of studies is in the form of a diploma, a graduate certificate, a certificate, or a certificate of participation depending on the requirements, duration and content of the training. Official recognition of successful completion of a training session of less duration than a full program of studies is in the form of a certificate of achievement or a certificate of participation.

4.2 Graduation Obligations and Program Evolution

The College establishes graduation obligations in college programs to ensure program quality, currency of learning and consistency. In order to graduate from a college program, students are required to successfully complete all program graduation obligations.

4.3 Interruption in Studies

Students who have interrupted their studies and are seeking to return will be required to meet all current admission and program requirements.

Students who have interrupted their studies will not be permitted to return to a program that is no longer offered by the College.

4.4 Posthumous Credential

The awarding of a posthumous credential recognizes the academic success earned by a deceased student. Credentials may be awarded to students posthumously who were actively progressing in their program of study at the time of their death and have successfully completed a minimum 75% of their program requirements.

4.5 Awards Granted

Awards will be granted as outlined in the Academic Distinction policy.

4.6 Exceptions

Exceptions to the above noted policy must be approved by the Training Director or designate and are not subject to student appeal.

5.0 Procedures

5.1 Certification

- a) The Instructor submits final marks for each course to the Training Director or designate.
- b) The Training Director or designate reviews the final marks and verifies that the student has successfully completed the academic requirements for the program as listed in the Curriculum Standard including work experience at the time of admission.
- c) The Training Director or designate also verifies that the following regulations respecting certification have been met:
 - i. Completion of the program in normal progression whereby: the only certification that can be awarded is the one prescribed for the program/plan in which the student is enrolled;
 - ii. Completion of a program in a longer period than normal progression (see definition of timely completion above) whereby a student who needs more than the prescribed time to complete a program and/or demonstrates an interruption in their studies must have an individualized training plan that meets the requirements of the version of the Curriculum Standard in effect at the time of graduation in the event that the curriculum is adjusted during the student's quest for completion;
 - iii. Completion of a program after an interruption in studies includes:
 - a. A student who is returning after an interruption in their studies, must meet the requirements of the version of the Curriculum Standard in effect at the time of their return;
 - b. A student who has interrupted their studies and is not eligible to obtain a certificate or diploma for a program that is no longer offered. However, every effort will be made to recognize any relevant courses the student has already passed.
 - iv. A student must complete all requirements for certification as outlined in Student Status;
 - v. Completion of First Aid/CPR and AED training and WHMIS 2015; and
 - vi. Completion of Practical-Based Learning (PBL).

Note: External Accreditations are outside of the scope of BTAC certification requirements and may be subject to change. BTAC will make every attempt to ensure program requirements are aligned with related accrediting bodies.

- d) The Training Director or designate approves and ensures posting of the final marks.

- e) The staff ensures that the student meets all requirements of the Curriculum Standard. The staff also ensures that the final marks are entered on the transcript of marks in the student record.
- f) A student may be declined permission to graduate if they have:
 - i. not met the academic requirements of the Curriculum Standard
 - ii. outstanding accounts owing to BTAC
 - iii. not returned equipment or materials on loan
 - iv. unresolved academic or conduct issues
- g) The staff approves the list of students for certification.
- h) The staff ensures that the student receives an official certification according to the Certification and Graduation Obligations policy.
- i) The format of written documents is in compliance with the policies and directives on the publication of official documents of BTAC and must include the following:
 - i. the official BTAC logo
 - ii. the name and seal of BTAC
 - iii. the title of the learning activity
 - iv. the name of the document holder
 - v. the date of issue
 - vi. the signatures of the appropriate authorities
- j) Copies and Replacements
 - i. For the purpose of this policy, one copy of the official certificate is issued to the student. A duplicate of the diploma or certificate may be issued in case of loss following submission of an Information Release Form; or
 - ii. Graduates wishing to have a name changed on an BTAC certification must submit an Information Release Form.
- k) For the awarding of a posthumous credential, a written request from an immediate family member must be submitted to the college and will be assessed for eligibility by the staff and forwarded to the Training Director for final approval.
- l) The staff files a copy of the certification obtained in the student file.

6.0 Related References

6.1 Policies

BTAC Policies

- Academic Distinction Policy
- Measurement of Learning and Course Approach Policy
- Practical-Based Learning (PBL) Policy
- Student Measurement Policy
- Student Status and Appeals Policy
- Supplemental Measurements of Learning Policy
- Transcript of Marks and Grading Method Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The Building Trades Advancement College (BTAC) is committed to providing all students with the tools needed to achieve a high standard of academic excellence in their program of study. This policy assures a teaching approach which encompasses a sound course preparation based on the approved program and course outlines in the Curriculum Standard to support students throughout their courses and provide clear expectations of academic performance.

2.0 Scope

This policy applies to all students currently enrolled in the Electrical Construction and Industrial Pre-Employment Program offered by BTAC, faculty instructing in those courses and department heads managing those programs. This policy has been developed to ensure students achieve a standard of academic excellence and details the methods for evaluating students' learning outcomes required for the success completion of College programs and courses.

3.0 Definitions

attendance	Refers to the time that a student is present in their program (in class, during practicum or other sanctioned activities)
authorized staff	Persons designated responsible for the various operations of BTAC
College	Building Trades Advancement College
course	A self-contained part of a prescribed program that encompasses a predetermined set of instructional objectives related to a specific content area and a specific period of instructional time
course delivery feedback	Formal student feedback about course delivery, evaluation of learning and course-related learning environment
course outline	A succinct document that presents the objectives and content of a course. It may include among other things, information on methodology, bibliography, details on course participation and the learning
Curriculum Standard	An approved document that contains all pertinent information required for program/plan delivery. It encompasses the information contained in the program profile, program structure and course outlines attached to a program. In the case of non-regular, contract and short-term training the curriculum standard may consist of the compiled course outlines developed for each delivery

Director	Director of the Nova Scotia Private Career College Division or other such person in the Department of Labour and Advanced Education as designated by the Minister
extraordinary circumstances	Those incidents that are beyond the student's control such as, but not limited to, hospitalization, accident or injury, or death of a family member
formative learning assessment	Diagnostic mode assessment of which the primary function is to put in place the appropriate adjustments for optimum learning
missed evaluation	An evaluation that was missed during the course for which alternative arrangements can be made only in the event of extraordinary circumstances and/or prior approval of the instructor
outside site	Any site outside of the College where a student is required to attend for work placements or other activities related to the student's program of study
PCC Act	<i>Nova Scotia Private Career Colleges Act</i>
PCC Regulations	<i>Nova Scotia Private Career Colleges Operational Regulations</i>
practicum	The period of time when a student is out of class to obtain practical experience on a job site
record	A complete student record kept for administration of the College and its programs
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
summative learning assessment	Learning assessment of which the primary purpose is to recognize the student's degree of knowledge and skills acquired in order to grant course credit based on computation of the student's marks and grades. Summative assessment may include periodic assessments done at pre-determined times during the course and at the conclusion of the course as specified in the course outline
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College

4.0 Policy

4.1 Instructor Delivery

The instructor facilitates the delivery of course subject matter that aligns with the learning outcomes, objectives and content as stated in the curriculum standard.

The instructor is available to the student during regularly scheduled classes and by appointment during office hours as stated in the course outline.

The instructor is responsible to manage the classroom in such a way that promotes a positive learning environment for all students in alignment with the Bullying and Harassment Policy.

The student is notified of any changes to the delivery schedule by the Training Director or their designate as soon as possible.

4.2 Course Outlines

Students registered in each course will receive a copy of the course outline at the start of the course that identify, at a minimum, the following elements:

- a) Course name, number, and (where applicable) hours
- b) Learning outcomes
- c) Objectives and content
- d) Evaluation criteria (tentative dates, values)
- e) Attendance requirements (mandatory attendance is to be identified)
- f) Pass mark
- g) Learning materials and texts, if applicable
- h) Statement outlining the process for questioning/appealing an evaluation or final grade with timeline
- i) Prerequisites and corequisites, if applicable
- j) List of textbooks and other teaching aids
- k) College Policy on Academic Plagiarism and Dishonesty

Course outlines are essential college documents and, therefore, will be kept on file.

4.3 Course Delivery Feedback by Student

Formal student feedback regarding course delivery, evaluation of learning and related learning environment is collected at scheduled times throughout the academic year in accordance with the Course Delivery Feedback Form.

4.4 Meeting Graduation Obligations

The student is responsible for reviewing their overall courses and program obligations for successful completion.

To be eligible for a Certificate the student must successfully complete all courses and other requirements as outlined in the current program curriculum specifications.

The staff verifies that all graduation obligations, including financial status requirements, are met and prepares the student's official transcript.

4.5 Grading System

A pass mark of 70 percent is required for all courses, unless a change in pass mark has been approved by staff. Every learning outcome outlined in the curriculum standard of a course must be evaluated. Final grades are numerical and will be a composite mark of all evaluations given during the course.

5.0 Procedures

5.1 Student Achievement

Results of student evaluations of learning, such as assignments, tests, lab and shop work, presentations and project work, will be made available to the student within ten (10) academic days from their due dates except where extraordinary circumstances exist as approved by the Training Director. In such instances the student is made aware of the timeframe for the provision of student evaluation results.

The purposes of evaluating student achievement are:

- a) To ensure that the student has met the performance requirements established for a course and for a program as indicated by established learning outcomes;
- b) To provide feedback to students on progress in a course or program, and assist students in the identification of appropriate activities to meet the performance requirements indicated by established learning outcomes;
- c) To assist students in the identification of individual goals; and
- d) To provide feedback to the faculty regarding the effectiveness of delivery

When a concern exists regarding student performance, the instructor informs the student of the concern, as per the Student Measurement Policy and explains the nature of the concern, outlining reasonable expectations for improvement and asking how the student intends to improve.

Depending upon the severity of the concern, if no significant improvement is noted after a reasonable period of time, the instructor advises the Training Director requesting a formal assessment through a Student Assessment Committee.

The instructor maintains a record of student submitted work (tests, homework, projects, etc.) via student files.

5.2 Alternative Arrangements

Missed Evaluation: If extraordinary circumstances exist, an instructor makes every reasonable effort to make alternative arrangements. The instructor may request a doctor's certificate from

a student in the case of absence due to illness. Extensions may be granted, and a reasonable penalty may be attached. If no extraordinary circumstance exists, and the instructor has not given prior approval for an extension, then a grade of zero is given on the evaluation.

Supplemental Measurement of Learning: Refer to Supplemental Measurements of Learning policy for further details.

5.2 Incomplete Grades

An incomplete (IC) grade is granted in the case of extraordinary circumstances whereby the student, for documented medical or personal reasons, is unable to complete course requirements by the end of the course. The student is responsible to inform the instructor of these circumstances prior to the final course grade submission and their request for an IC status for that course. The decision to grant an IC must be approved by the Training Director or designate.

A student who has an incomplete (IC) in a course that is a pre- or co-requisite to another course will be allowed to proceed on a probationary basis with the course(s) until the results of the incomplete are known. The student will be required to withdraw from subsequent and co-requisite courses if the incomplete results in a failure.

If no additional course requirements are completed, the course grade of incomplete (IC) shall revert to the final course grade (based on work complete) on the student transcript after four (4) weeks, unless the staff is advised otherwise by the Training Director.

5.4 Re-Mark of Individual Work

The student may request a formal re-mark of individual examinations, assignments or workplace experiences that are of 25% or greater course value, if the student can demonstrate that inappropriate criteria have been used in evaluation, or that an unfair interpretation of student work has been made in relation to an assignment's criteria. Requests for a re-mark indicate that the original grade assigned is forfeited and the course grade is re-calculated and submitted to the student by email.

Before initiating the formal remark process, the student should discuss their grade(s) with the instructor.

The student has five (5) academic days from receipt of a grade to request a formal re-mark by email to the Training Director.

The Training Director is responsible to appoint an instructor who is familiar with the course for which the re-mark of the grade has been requested, but not involved in the initial evaluation.

The student is to return graded evaluations unaltered.

In the case of evaluations on student-shared work, a re-mark may occur if one or more students submit a request. The instructor has the right to revise the grade awarded to each student according to the outcome of the re-mark.

The student may attend subsequent courses while awaiting the results of the re-mark process.

The re-marked grade is provided to the student within five (5) academic days of the application unless extraordinary circumstances exist.

The original grade assigned may be raised or remain unchanged based upon the result of the review.

If the final grade is not adjusted to indicate a pass, the student is required to withdraw from any course(s) that they are considered to no longer meet pre- or co-requisite requirements.

5.5 Absences

This section applies to those circumstances in which a student does not complete some aspect of the academic program due to either a) medical or b) mitigating circumstances. Wherever feasible, students in such circumstances should be given every opportunity to complete their outstanding outcomes. Reasons for the absence shall be documented to the satisfaction of the Training Director

Absences categories:

- a) Short Absences - a brief illness or absence for a few days (less than 5 days), resulting in the missing of an exam, assignment or other single academic obligations.
- b) Long Absences - illness or absence which requires the student's absence for a considerable period of time (5 days or more), resulting in missing a major part of the course content and evaluations.

Note: Many of the programs at BTAC consist of skill and performance based courses. As a result, active participation is critical to the student's success. Extended absences may negatively impact on the student's chances of success in the course or program. If the student is having trouble in attending classes through poor health or other mitigating circumstances, the College encourages the student to discuss the situation with their faculty and the training director to ensure that all alternatives to withdrawal are considered. If circumstances dictate that the student withdraw from the course and/or program, they should refer to the College's Tuition Refund Policy.

- c) An inability to write or complete a final examination

Note: Students who by reason of illness or misfortune are unable to write final examinations at the specified times may apply to the College for permission to write deferred examinations. The time and place for the deferred examinations to be written will be determined by the faculty in consultation with the staff. Such examinations will take the place of the final examinations which the student was unable to write. Applications for deferred examinations must be made in writing within 48 hours of return to the College.

Students who miss a specialized training course of a program may be required to obtain this training at their own expense in order to meet the obligations for graduation from their program.

5.6 Program Withdrawal

Any student who wishes to withdraw from a program or course must notify staff in writing using the Student Withdrawal Form. The effective date of withdrawal is the date on which the Student Withdrawal Form is received by staff.

Failure to attend classes does not constitute an official withdrawal. Students who withdraw unofficially from the College, that is, without formal notification, will be awarded an F grade in each course registration.

4.0 Related References

6.1 Acts and Policies

Federal and Provincial Statutes

- Private Career Colleges Act
- Private Career College Operational Regulations

BTAC Policies

- Attendance and Dismissal Policy
- Certification and Graduation Obligations Policy
- Practical-Based Learning (PBL) Policy
- Student Status and Appeals Policy
- Student Measurement Policy
- Supplemental Measurements of Learning Policy
- Transcript of Marks and Grading Method Policy
- Tuition Refund Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

This policy outlines the standards, requirements, procedures, roles and responsibilities for administering Practical-Based Learning (PBL) experiences for BTAC programs.

The purpose of PBL at the Building Trades Advancement College (BTAC) is to enhance student learning by integrating academic studies with learning in a workplace or practice setting. It is an organized, supervised and evaluated component of the program curriculum and is most often a requirement for graduation.

2.0 Scope

This policy provides the framework to support and embed PBL into curriculum; outlines roles and responsibilities; and references procedures that guide placements, insurance requirements and risk management related to Practical-Based Learning.

This policy applies to all PBL experiences within BTAC for the Electrical Construction and Industrial Pre-Employment Program. PBL placements can result from either a student-initiated search or a program-initiated placement.

3.0 Definitions

attendance	Refers to the time that a student is present in their program (in class, during practicum or other sanctioned activities)
bodily injury	Means unconsciousness, substantial blood loss, fracture of an arm or leg, amputation of a leg, arm, hand or foot, burns to a major part of the body, loss of sight in an eye or any injury that places life in jeopardy
career portfolios	Are used to plan, organize and document education, work samples and skills. People use career portfolios to apply for jobs, apply to college or training programs, get a higher salary, show transferable skills, and to track personal development
College	Building Trades Advancement College
criminal record check (CRC)	Simply verifies whether or not you have a criminal record
extraordinary circumstances	Those incidents that are beyond the student's control such as, but not limited to, hospitalization, accident or injury, or death of a family member
first aid	Includes cleaning minor cuts, scrapes or scratches; treating a minor burn; applying bandages/dressing, cold compress/pack, or a splint; and changing a bandage or dressing at a follow-up appointment

health care	Includes any treatment that could only be administered by a health care practitioner such as a doctor, chiropractor or physiotherapist; services provided at hospitals and health facilities; and prescription drugs
incomplete (IC)	A student did not complete the requirements of a course. Following approval of the Training Director, the student normally has four weeks to meet the course requirements, at which time the IC grade is replaced by the final grade
lost time	Means that due to the nature of the injury, the individual has missed time from work beyond the day of the incident
OH&S Act	<i>Nova Scotia Occupational Health and Safety Act</i>
outside site	Any site outside of the College where a student is required to attend for work placements or other activities related to the student's program of study
PBL Coordinator	A BTAC staff member who assists students and employers in planning and scheduling the Practical-Based Learning experience
personal information	Recorded information about an identifiable individual, including (but not limited to) the individual's name, address, telephone number, age, sex, ethnic origin, marital status, health information, employment information, etc. (as described in the FOIPOP Act)
PIPEDA	Personal Information Protection and Electronic Documents Act
placement	A component/instance of practical-based learning within program curriculum, placements and their outcomes are defined at the course level
placement employer	The employer with whom the student is placed by BTAC to receive training as part of the requirements of their Approved Program
Practical-Based Learning (PBL)	The process whereby students come to learn from experiences in educational and practice settings and integrate the contributions of those experiences in developing the understandings of the related profession that is a program or course outcome
program	Encompasses ALL students in the same program that are graduating in the same academic year, regardless of the delivery method. (for example, programs with both in class and online options are determined to be in the same program)
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the

	student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
vulnerable sector search (VSS)	Is a special type of criminal record check required for situations where you will be in a position of trust or authority over children, the elderly, the disabled, or another vulnerable group
WCA	Workers' Compensation Act
WCB	Workers' Compensation Board of Nova Scotia
WCGR	Workers' Compensation General Regulations
work experience	The process whereby students come to learn from experiences in educational and practice settings, and integrate the contributions of those experiences in developing the understandings of the related profession

4.0 Policy

4.1 Overview

Most BTAC programs have a practical-based learning component that provides students with an opportunity to combine their classroom learning with learning on the job. These work experiences also help to raise a student's chances of securing employment after graduation leading to more workers staying in Nova Scotia. The success of the practical-based learning experience is contingent on the three main parties involved, with each playing a vital roll.

Instructors make an immense contribution to practical-based learning; they are the essential link between placement employers and our students. Their leadership is key to ensuring appropriate work experiences and student success.

The student gets the chance to start building their professional network and gain hands on experience, while employers get fresh ideas, new perspectives, and an opportunity to identify potential future employees.

Practical-based learning wouldn't be possible without the support of our placement employers. As a placement employer in the education process, they are providing our students with a "real world opportunity" to practice the skills and to apply the knowledge they have learned in our classrooms and labs.

Work-related experiences are usually unpaid, in some cases may be paid, experiences that prepare students for their professional or occupational work of study. Work experiences and their outcomes are defined at the course level and are a requirement of graduation. The traditional work term is a 5-week experience and typically occurs after the majority of the program has been completed. As a learning-centered institution, the strategies used for developing, delivering and assessing work experiences, first and foremost, take into consideration the learning requirements of the student's chosen program. BTAC is responsible

for the development and administration of Practical-Based Learning (PBL) experiences within the College.

4.2 Curriculum Standard

Where applicable, College programs should include a practical-based learning component. This will take place in the form of one or more courses throughout the program or, in some cases, an overall program outcome.

Evaluation of placements shall appear on the student's transcript as:

- a) "P" (pass);
- b) "F" (fail); or
- c) "IC" (incomplete)

Successful completion of practical-based learning courses and/or related program outcomes or its equivalent are required in order to meet the requirements for a program and be eligible for graduation.

4.3 Roles and Responsibilities

BTAC

- a) Will ensure that the BPL component is within the curriculum standard of the applicable program;
- b) Will verify that students have met all eligibility requirements for the PBL as per the course outline;
- c) Will provide information to the student which will detail student requirements and responsibilities prior to and during the PBL placement;
- d) Will provide information to the placement employer which will detail information on insurance requirements, agreements and assessment forms;
- e) The Training Director or designate will be responsible for the oversight of work placements;
- f) Staff will track all work experiences through BTAC's Work Experience Database.
- g) Instructors are responsible for:
 - i) Reviewing and approving work experiences ensuring proper risk management practices are in place;
 - ii) Informing the student of the code of professional and ethical conduct required by the workforce or profession;
 - iii) Explaining, distributing, and collecting completed forms, as necessary, to students and placement employers;
 - iv) Tracking work experience details;
 - v) Monitoring each work experience (where practical at least one in person site visit while the student is on placement);
 - vi) Explaining the evaluation process to placement employers, and collecting placement employers feedback; and
 - vii) Evaluating student performance and assigning a grade.
- h) The Training Director or designate will be responsible for establishing curriculum standards for program-specific guidelines to be included in the Curriculum Standard;

establishing relevant agreements with provincial institutions and organizations and ensuring that the relevant requirements for maintaining accreditations and agreements are maintained.

Students are responsible for:

- a) Participating in the work experience process;
- b) Maintaining professionalism;
- c) Submitting appropriate agreements and reports;
- d) Understanding of the policies, procedures and standards that are expected of you;
- e) Meeting time frame requirements as outlined by the PBL Coordinator;
- f) Immunization and health requirements;
- g) Having a current Nova Scotia Health Card (also known as a MSI card)
- h) Vulnerable sector checks (if applicable);
- i) Preparing and maintaining career portfolios;
- j) Completing agreements jointly with the placement employer and instructor;
- k) Serving as a good ambassador for the College;
- l) Being familiar with, and complying with, the placement employer's policies, rules and regulations;
- m) Regular attendance and punctuality;
- n) Completing the full duration of the work experience agreement (i.e., # of weeks and # of hours);
- o) Completing Information Release Form and Confidentiality Agreement and returning them to their instructor;
- p) Undertaking a self-assessment of their performance and engaging in a reflective learning activity;
- q) Submitting completed Student Evaluation of Placement Employer Form; and
- r) Debriefing with their instructor.

Placement Employers are responsible for:

- a) Providing relevant work, supervision and evaluation for students;
- b) Completing the Risk Assessment and Compliance Agreement;
- c) Assigning a supervisor/mentor to oversee the student work experience and reviewing the goals of the work experience program;
- d) Assigning tasks within the range of the student's capabilities;
- e) Providing a safe and secure work environment, including safe work procedures;
- f) Informing the student of company policy, rules, and regulations including Occupational Health and Safety procedures;
- g) Completing the Outside Site Evaluation, Orientation and Compliance Form, Information Release Form and Confidentiality Agreement;
- h) Ensuring that the student works the full amount of time required (# of weeks and the # of hours);
- i) Contacting BTAC in the event of any change in the work experience or should any difficulties with the work experience arise; and
- j) Completing the Placement Employer On-Site Evaluation form, reviewing it with the student and returning to the College.

Placement Employers supervisor/mentors are responsible for:

- a) Assisting the student in becoming familiar with the work environment, the employees and the expectations of the workplace;
- b) Assigning tasks that will enable the student to accomplish the learning outcomes of the BTAC work experience;
- c) Monitoring the student's participation in the work environment;
- d) Providing constructive feedback regarding the student's performance; and
- e) Meeting with the student and/or faculty, as required, to discuss issues that arise during work experience.

4.4 Extraordinary Circumstances

Successful completion of all pre-requisite courses is normally required in order to qualify for a placement. However, for some programs or courses, at the discretion of the Training Director or designate a student who does not meet this standard may be permitted to participate in the work experience provided the safety of the student and other parties is not at risk.

In some cases, due to extraordinary circumstances beyond their control, students may not be able to complete the entire duration of a work experience with a placement employer. In these cases, students may or may not be given credit for the placement and are required to meet with their Training Director or designate.

A failing grade is eligible for appeal. Work experience are typically completed off campus and due to the applied nature of the learning it may not be eligible for reassessment. However, in some circumstances, it may be possible to repeat the work experience.

4.5 Insurance and Risk Management

Effective risk management is an integral part of practical-based learning. Staff involved practical-based learning must seek to reduce risk through actions consistent with BTAC's Risk Assessment Policy.

Most BTAC students are covered by existing BTAC insurance plans. BTAC's General Liability protects students and the College in the event that a student causes bodily injury or property damage to a third party while on work experience.

Any incidents or accidents which occur during a placement must be reported following the Accident/Incident reporting process.

4.6 Other BTAC Policies

Whenever a student is representing BTAC, either on campus or off campus, they are responsible to follow all BTAC policies. In particular, while on work experience, the College's Academic Plagiarism and Dishonesty Policy, Attendance and Dismissal Policy, Bullying and Harassment Policy, Privacy and Distribution Policy and Risk Assessment Policy apply.

5.0 Procedures

5.1 Work Experience Tracking

Staff will track all work experiences through BTAC's Work Experience Database. This Database allows BTAC to record and track all work experiences in a single searchable catalogue. The Work Experience Database includes student's personal information (Name, Email, Phone, Emergency Contact, Language), industry partner information, and work experience details (Start Date, End Date, Hours, Wage if applicable, etc.).

5.2 Student Preparation for a Work Experience

Students are required to participate in the work experience process, and this includes, but is not limited to, attending interviews, providing resumes and cover letters and providing any other documentation required by the placement employers (i.e. transcripts, criminal record checks, vulnerable sector searches, etc.).

Students may source their own work experience or, depending on their program, one may be assigned to them. It is important that work experiences provide a valuable learning experience and a safe environment for our students, as such all work experiences must be approved by the instructor.

Placement employers may screen and shortlist applications. They are not required to interview all applicants. The industry partner may contact you directly to arrange an interview or they may request that BTAC schedule the interview on their behalf.

Students will receive interview preparation either from their instructor or PBL Coordinator. Students should research the company prior to their interview. As a BTAC student, your portfolio should be current and ready to be presented during the interview. Should a student miss a scheduled interview they may be required to write a letter of apology to the placement employers.

Students are required to respond to work experience offers within three (3) business days and must obtain instructor approval prior to accepting a work experience. Students must not tentatively accept an offer while waiting to find out about another position. This could cause placement employers to question the responsibility and maturity of BTAC students and possibly result in a placement employers' withdrawing from the work experience program.

Some work experience partners may require students to provide Criminal Record Checks (CRC), Vulnerable Sector Searches (VSS), Immunization Records, and/or Child Abuse Register Checks prior to securing a work experience. Any flags on these checks may result in a student being unable to complete a work experience, and thus, unable to complete all requirements of their program.

The student must then have their CRC on their person when they begin their placement with the placement employers. Any student with a finding other than "No" (no criminal record) on the CRC will be referred to the PBL coordinator or Training Director. If required, they will advise the

student to obtain further information from the originating police agency regarding the result of the checks and have this information ready for the meeting with the placement employer. The records **are not to be reviewed**. An Information Release Form is to be signed by the student to release the student's name to the placement employer. The PBL Coordinator or Training Director will contact the placement employer to arrange a meeting with the student for further assessment. If the placement employer determines that the student is not eligible for placement they will notify the student in writing of the decision and a copy of this letter will be placed in the student file.

Students can request a criminal records check through local RCMP or Halifax Regional Police. The CRC and VSS Process can be found @ <https://www.halifax.ca/fire-police/police/criminal-record-check> and <http://www.rcmp-grc.gc.ca/en/types-criminal-background-checks>.

5.3 Work Experience Placement Employers Postings

Work experience postings can be directly from placement employers or from students who source their own work experiences. It is important that work experiences provide a valuable learning experience for the student. All work experience must be approved by the instructor.

Placement employers are to include the following details in their request:

- Company Information
 - Contact Name
 - Complete address
 - Phone, Fax, Email and Website
- Job Information
 - Position/Title
 - Closing Date
 - Number of Positions
 - Position Description
 - Qualifications
- Job Location
 - Address where work experience will take place
 - Indicate any travel required
- Method of Contact and How to Apply
- Any documentation required
- Hourly wage or any other form of compensation (*if paid work experience*)

5.4 During Work Experience

Communications is key for a successful work experience. Situations may occur at the workplace that may cause some stress for students. If a student requires help in these situations, it is advised that they contact their PBL Coordinator.

As the College considers work experiences to be an extension of campus studies, students are encouraged to connect with their instructor regularly. If there are changes in their work assignments, or if any other unforeseen changes develop, the student should notify their instructor or PBL Coordinator as soon as possible.

During the work experience, and in preparation for the reflective learning assignment, students may wish to complete a work experience journal to track their experiences which will later be helpful when completing the reflective learning assignment. This journal may also be a mandatory requirement of the student's program or course.

5.5 Site Visits/Check-ins

As the College considers work experience to be an extension of campus studies, at least one site-visit/check-in should be scheduled during the work experience. Where practical at least one in person site visit by the instructor while the student is on the work experience is suggested, however, check-ins can be done by skype/phone depending on the situation or location of the work experience. Instructors are responsible for arranging check-ins. The instructor will be required to fill out a Work Experience Site Visit Form.

If there are changes in a student's work assignment, or if any other unforeseen changes develop, the student and the placement employer should not wait for the check-in but notify the instructor or PBL coordinator as soon as possible.

5.6 Measurement of Work Experience Learning

Evaluation of student performance on work experience is the responsibility of the instructor and shall include input from the placement employer and the student. The grade will be based on the student's performance during their work experience, the placement employer feedback and the reflective learning assignment.

Evaluation of work experiences will appear on the student's transcript as either a "P" (pass), "F" (fail) or "IC" (incomplete).

Pass – successful work experience

- Minimum of a "satisfactory" rating on the Placement Employer On-Site Evaluation Form
- Completed all reflective learning requirements
- Debriefing session to review the work experience

Fail – unsuccessful work experience

- Student was terminated with just cause from the workplace
- Student has "below average" or "unsatisfactory" performance on the Placement Employer On-Site Evaluation Form
- Evaluation pieces were graded as below average

I/C – incomplete work experience

- Missing a component(s) and has been given an extension.
 - If the components are submitted within the timeframe given and are successfully completed, the student will earn a "P"
 - If the components are not successfully completed or not submitted within the timeframe given, the student will earn an "F"

The student is required to complete the Reflective Learning Assignment at the end of the work experience which must be submitted to their instructor for review. A debriefing session should

also be scheduled with your faculty once the Reflective Learning Assignment and the Placement Employer On-Site Evaluation Form have been submitted and evaluated.

5.7 Extraordinary Circumstances

With the approval of their instructor and PBL coordinator, a student may be eligible to receive special credit in recognition of the extraordinary circumstances as outlined below and in accordance with the Supplemental Measurements of Learning Policy.

Successful completion of all pre-requisite courses is normally required in order to qualify for a work experience. However, for some programs, at the discretion of the PBL Coordinator, a student who does not meet this standard may be permitted to participate in the work experience provided the safety of the student and other parties is not at risk. Under no circumstances will a student be allowed to participate in work experience without the completion of all required safety courses within their program.

In these extraordinary circumstances, the instructor and PBL Coordinator must review the student's records and discuss academic plans and determine if the student is eligible for work experience.

In some cases, due to circumstances beyond their control, students may not be able to complete the entire duration of the work experience with an placement employer. In these cases, students are required to meet with their PBL coordinator to discuss options.

A failing grade is eligible for appeal. Work Experiences are typically completed off campus and due to the applied nature of the learning it may not be eligible for reassessment. However, in some circumstances, it may be possible to repeat the work experience.

5.8 Insurance Coverage

BTAC and their training providers' General Liability insurance protects students and the College in the event that a student causes bodily injury or property damage to a third party while on work experience.

BTAC requires that placement employers carry a general liability insurance policy of at least \$2 million. This not only protects our students, but also demonstrates that placement employers promote safe workplace and risk management practices.

5.9 Health and Safety

Student health and safety is our main concern. Safety begins with teamwork and is a shared responsibility amongst BTAC, the placement employer and the student. Insurance and risk management practices are of the greatest importance in ensuring the health and safety of our students.

The basis of safety is the three R's, the right to refuse, the right to participate and the right to know. To show BTAC's commitment to safety, it is paramount that a risk assessment is completed, required forms are reviewed and signed, and safety plans are in place as per BTAC's

Risk Assessment policy. It is important for our instructors, staff and Training Director to ensure students are placed in safe work surroundings, and to ensure students are aware of the placement employer's safety program and policies.

Instructors or PBL coordinators are responsible for approving work experiences and reviewing risk management practices with the placement employer. Placement employers must be able to describe any safety programs, safe work procedures and protective measures that are in place to support student health and safety. Practical-Based Learning has created several forms and checklists to help guide these conversations to assist students, instructors and employers identify the types of risks to consider and acknowledge.

Prior to the commencement of a work experience, instructors and students are responsible for completing the Outside Site Risk Assessment Form together with the placement employer. This form will help to identify any job hazards and control measures, determine any personal protective equipment that is required, and ensure the placement employer has the appropriate liability insurance. The original copy of this completed form must be kept in the student's file while the student is on work experience.

Prior to students starting their work experience, it is important to ensure that they know what to do and who to contact if they find themselves in an unsafe or disrespectful working environment.

Another important facet of safety is accident and incident reporting, it aids in the prevention of future occurrences. Any injury or illness, however minor, to a student participating in a work experience must be reported by the student to their instructor, PBL coordinator or Training Director.

- a) In case of a critical injury or bodily injury requiring, health care, ambulance transport, hospitalization, or emergency care, contact the BTAC office IMMEDIATELY at 1-833-221-2822.
- b) Incidents which require only first aid treatment do not have external reporting requirements; however, a record of the incident should be kept on file. If the accident/incident is not serious in nature the student must complete the *Accident/Incident Report* and connect with their instructor, staff or Training Director. The completed forms must be submitted to the main office by hand or by email (admin@btacns.com).

6.0 Related References

6.1 Acts and Policies

Federal and Provincial Statutes

- Freedom of Information and Protection of Privacy Act
- Personal Information Protection and Electronic Documents Act
- Occupational Health and Safety Act
- Occupational Safety General Regulations
- Workers' Compensation Act
- Workers' Compensation General Regulations

BTAC Policies

- Academic Plagiarism and Dishonesty Policy
 - Attendance and Dismissal Policy
 - Bullying and Harassment Policy
 - Certification and Graduation Obligations Policy
 - Privacy and Distribution Policy
 - Risk Assessment Policy
 - Student Complaint Policy
 - Student Measurement Policy
 - Student Status Policy
 - Supplemental Measurements of Learning Policy
 - Transcript of Marks and Grading System Policy
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Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The Building Trades Advancement College (BTAC) sets academic standards required to achieve certification in each published curriculum standard. Academic standing is based on whether the student is meeting these standards. This policy informs students of requirements to maintain academic standing, the consequences of not meeting these requirements, and the actions required to return to good standing. Included in this policy are the procedures for a student appeal if they perceive unfair treatment arising from a College decision or action, and that has resulted in direct and significant adverse outcome for the student. This procedure is designed as a joint problem-solving process between the student and the College.

2.0 Scope

This policy applies to students enrolled in for the Electrical Construction and Industrial Pre-Employment Program offered by BTAC and to academic and disciplinary decisions, except for remarking of grades.

3.0 Definitions

academic probation	Occurs when a student's current academic achievement is below the minimum academic requirement of their enrolled program, and the student will not likely successfully complete a course of studies within a planned time frame; or their performance outcomes demonstrate a potential that the student will not be successful
academic suspension	Occurs when there is no likelihood that a student will achieve success in their program or course of studies
College	Building Trades Advancement College
complainant	A person who initiates a complaint
conduct probation	An order issued to a student containing specific terms and conditions.
conduct suspension	An order prohibiting students from attending academic programs, courses, and any College activities for a defined period of time while the College conducts a full review of the violation
course	A self-contained part of a prescribed program that encompasses a predetermined set of instructional objectives related to a specific content area and a specific period of instructional time
Curriculum Standard	An approved document that contains all pertinent information required for program/plan delivery. It encompasses the information contained in the program profile, program structure and course outlines attached to a program. In the case of non-regular, contract and short-term training the curriculum standard may consist of the compiled course outlines developed for each delivery

expulsion	An order which immediately terminates any contractual relationship with the College and terminates all College activities
extraordinary circumstances	Those incidents that are beyond the student's control such as, but not limited to, hospitalization, accident or injury, or death of a family member
good standing	Academic status when a student's current academic achievement is meeting or exceeding the minimum academic requirements of their enrolled program
normal progression	A student who is successfully progressing through a program and will graduate in the number of terms designed for a full time student.
personal information	Recorded information about an identifiable individual, including (but not limited to) the individual's name, address, telephone number, age, sex, ethnic origin, marital status, health information, employment information, etc. (as described in the FOIPOP Act)
program	Encompasses ALL students in the same program that are graduating in the same academic year, regardless of the delivery method. (for example, programs with both in class and online options are determined to be in the same program)
record	A complete student record kept for administration of the College and its programs
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
Supplemental Measurement of Learning	An evaluation providing an eligible student another opportunity to acquire a pass mark for the given course in which the student was unsuccessful
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
undue hardship	Undue hardship must be demonstrated objectively Factors to consider include: <ul style="list-style-type: none"> a) significant alteration of the fundamental nature of the program or service b) financial costs of accommodation c) organizational inconvenience which has a substantial effect on the College due to disruption of operations d) significant adverse impact on learning opportunities for other students, and e) risk of safety or health hazards to other persons or property.
witness	A person who has first person observations about an alleged incident or allegation

4.0 Policy

4.1 Overview

Types of academic standing are:

- a) Good Standing
- b) Academic Probation
- c) Academic Suspension
- d) Conduct Probation
- e) Conduct Suspension
- f) Expulsion

The student will be notified of a change in student standing in writing by the Training Director or designate.

4.2 Academic Probation and Suspension

Notice of Academic Probation is the College's official notice informing a student that academic standards have not been met. The Training Director refers students on Academic Probation to the appropriate resources and supports that may assist the student in meeting the necessary requirements to return to good standing.

4.3 Conduct Probation

A student may be placed on Conduct Probation for minor violations of BTAC policies. They are returned to good standing once they have met all the requirements outlined in the assessment decision.

4.4 Conduct Suspension

A student is placed on Conduct Suspension for major violations of BTAC policies. During the suspension period, College authorities will conduct a full review of the violation(s). A student who has committed a serious violation of BTAC's rules and regulations may be expelled.

4.5 Expulsion

A student is expelled for further or extreme violation of BTAC policies. Expulsion involves a permanent separation of the individual from the institution. The student will not be considered for readmission into BTAC for a minimum period of 24 months. Following this period, an expelled student may apply in writing for readmission and can only be readmitted with the approval of the Training Director or designate.

5.5 Student Appeals

In most situations, disagreements should be resolved through informal means with the parties involved. If the issue cannot be resolved informally to the satisfaction of the student, or the student wishes to bypass the informal process for appropriate grounds, the student may request a formal appeal. In order to proceed through a formal appeal process, the Training Director must agree that there are sufficient grounds.

Sufficient grounds for a formal appeal include:

- a) compassion, health or extraordinary circumstances have occurred that are beyond the control of the student;
- b) an academic decision that has been made without due regard to proper policy;
- c) situations where relevant evidence emerges that was not available at the time of the original decision during a student measurement, informal appeal, etc.;
- d) decisions that the student believes were biased; and/or
- e) situations where the student believes the severity of the sanction imposed was not reasonable.

Students awaiting appeal hearings may continue to attend classes until decisions are made except in cases that would cause undue hardship. If attendance is denied, the Training Director will notify students in writing with the reasons for the decision.

5.0 Procedures

5.1 Academic Probation and Suspension Scenarios

If a student's term overall average mark is below 70 and they have obtained a passing grade in all courses for the program they are placed on academic probation.

- a) If in the term immediately after being placed on academic probation, the student achieves: a term overall average mark of at least 75 and a cumulative overall average mark of at least 70 they return to good standing;
- b) If in the term immediately after being placed on academic probation, the student achieves: a term overall average mark of at least 75 and a cumulative overall average mark below 70 they remain on academic probation; or
- c) If in the term immediately after being placed on academic probation, the student achieves: a term overall average mark of below 75 and a cumulative overall average mark below 70 they are placed on academic suspension.

If a student is unsuccessful in all courses within a term they are placed on academic suspension.

If a student completes a period of academic suspension and returns to a program they will be placed on academic probation.

If a student is on academic suspension they cannot enroll in any course or program for a period of up to 12 months without special permission of the Training Director and staff.

5.2 Readmission

A full-time student normally is expected to proceed in the program without interruption until graduation. Following suspension or expulsion, either for academic or conduct issues, a student may apply in writing for readmission using the prescribed form. The staff will consider each application for readmission and a student can only be readmitted to a class or program after entering a written agreement requiring compliance with College policy and with the approval of the Training Director or designate. Failure to abide by this agreement may result in further disciplinary action. In the case of interrupted progress due to personal or health reasons of a

serious nature, the College will endeavor to readmit the student to the program at the first opportunity. The College reserves the right to refuse readmission.

5.3 Progression of Status

- a) The student will be made aware of this policy by the Training Director or designate during the orientation process.
- b) The student's academic standing is determined by the Training Director or designate at the end of each term inclusive of supplementation measures.
- c) The student will be notified by their instructor that they are at risk of failure as soon as the risk becomes apparent.
- d) The student will be informed of the available supports to help improve performance by their instructor as soon as they are determined to be at risk of failure.
- e) The staff will be notified of a change in student status by the Training Director or designate as soon as it occurs.

5.4 Student Appeals Process

Informal Appeal

- i) The student will meet with the appropriate College staff within five academic days of the incident which led to the dispute, in order to discuss and attempt to resolve the dispute. Following discussion, the staff will provide a written response to the student within two academic days.
- ii) If the dispute is not resolved during the informal process or if the student does not wish to first pursue an informal appeal, the student may notify the Training Director of their intent to initiate a formal appeal.

Formal Appeal

- i) To begin the formal appeal, the student shall submit a signed written request to the Training Director within five academic days of receiving written notice of the decision.
 - a. Appeals shall state the grounds upon which the appeal is based, providing supporting documents as evidence.
 - b. Receipt of the appeal request will be acknowledged within three academic days.
- ii) Within 15 academic days of receiving the request for the formal appeal, the Training Director will do one of the following:
 - a. uphold the decision;
 - b. suggest alternatives; or
 - c. form a Student Appeal Panel.
- iii) The Training Director shall advise the student and all other members of the Measurement Committee in writing of the grounds for their decision or set a Student Appeal Panel meeting date.
- iv) If called, the Student Appeal Panel will convene within five academic days of the appeal submission.
- v) The panel acts within BTAC's mandate and existing College policies. The panel provides an independent, internal review of academic and disciplinary decisions by

assessing facts in the case and by attempting to resolve the issues that have been raised.

- vi) The Student Appeal Panel may be comprised of the following membership:
 - a. Training Director (Chair)
 - b. Instructor(s) and/or other appropriate College staff members
- vii) Legal representation is not permitted to attend as guests. This is an internal appeal process upheld by BTAC.
- viii) Decisions are made by a consensus and are final.
- ix) Students are notified by the Training Director of the meeting of the Student Appeal panel, its mandate and responsibilities. Student input and participation to the assessment process is valued and encouraged. In the event the student does not attend, the meeting will take place in his/her absence.
- x) The student has the right to attend the appeal meeting, and to make a presentation in person. If the student chooses to make a presentation, the applicable College staff also has the right to attend and make a presentation. Any witness to incidents may be called upon to present their accounts. The Student Appeal Panel reserves the right to ask questions of all involved.
- xi) The student may be permitted to attend subsequent courses awaiting the decision of the Appeal Panel except in extraordinary circumstances (e.g. health and safety concerns, ethical professional and behavioural issues). If attendance is denied, the Training Director will notify students in writing with the reasons for the decision.
- xii) Records of the meeting are maintained as confidential records, denoting that “these confidential notes constitute the ‘official’ record of the meeting”.
- xiii) The Chair ensures that the official minutes are marked “confidential” and should be maintained in the student’s official file.
- xiv) The Training Director will provide written notification within three academic days of the panel’s decision. A copy of the letter notifying a student of the decision of the Student Appeal Panel is copied and maintained in the official student file.
- xv) In the case of a change in student standing, the appropriate notation shall be added to the official student file.

6.0 Related References

6.1 Acts and Policies

Federal and Provincial Statutes

- Freedom of Information and Protection of Privacy Act
- Private Career Colleges Act
- Private Career College Operational Regulations

BTAC Policies

- Academic Plagiarism and Dishonesty Policy
- Attendance and Dismissal Policy
- Bullying and Harassment Policy
- Practical-Based Learning (PBL) Policy
- Privacy and Distribution Policy
- Student Complaint Policy

- Student Measurement Policy
 - Student Status Policy
 - Supplemental Measurements of Learning Policy
-

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The Building Trades Advancement College (BTAC) is committed to assisting students in achieving success in their chosen course of studies and recognizes that there are times when a student's performance may result in an unsuccessful grade. A Supplemental Measurement of Learning may be offered when a student receives an unsuccessful grade in a credit course. This policy provides students who were unsuccessful in a credit course with an additional opportunity to demonstrate competence in the unsuccessful course and to achieve a passing grade.

2.0 Scope

This policy applies to all students enrolled in a credited course for the Electrical Construction and Industrial Pre-Employment Program. This policy does not apply to Practical-Based Learning.

3.0 Definitions

course	A self-contained part of a prescribed program that encompasses a predetermined set of instructional objectives related to a specific content area and a specific period of instructional time
course outline	A succinct document that presents the objectives and content of a course. It may include among other things, information on methodology, bibliography, details on course participation and the learning
extraordinary circumstances	Those incidents that are beyond the student's control such as, but not limited to, hospitalization, accident or injury, or death of a family member
Final course grade (mark)	The maximum course mark of a Supplemental Measurement of Learning is 70 (or the pass mark as outlined by the program curriculum and posted on the course outline)
missed evaluation	An evaluation that was missed during the course for which alternative arrangements can be made only in the event of extraordinary circumstances and/or prior approval of the instructor
program	Encompasses ALL students in the same program that are graduating in the same academic year, regardless of the delivery method (for example, programs with both in class and online options are determined to be in the same program)
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)

Training Director	Training Director or Interim Training Director of the Building Trades Advancement College
work experience	The process whereby students come to learn from experiences in educational and practice settings, and integrate the contributions of those experiences in developing the understandings of the related profession

4.0 Policy

4.1 Overview

BTAC is committed to the success of all students. Students who do not achieve a final passing grade or who are unable to complete the examinations/tests/assignments because of extraordinary circumstances, may be offered supplemental examination/tests/assignments subject to college and/or program policy.

4.2 Supplemental Measurement of Learning

A Supplemental Measurement of Learning is an additional evaluation given to a student after final course marks have been submitted to the staff. The purpose of the Supplemental Measurement of Learning is to allow a student a chance to demonstrate that learning outcomes have been met and credit for the course should be given.

4.3 Fees

There is no fee or cost to the student for a Supplemental Evaluation Measurement of Learning.

4.4 Qualifications for a Supplemental Evaluation Measure

The student must have completed all assessment and evaluation measures during the duration of the course.

The student must have a final course mark within 10 marks of the passing grade as stated on the course outline. (**Example:** pass mark of course is 60, student must make 50 to be eligible).

In extenuating circumstances, where the Training Director and faculty agree, a student whose mark is more than 10 below the passing grade as stated on the course outline, may be eligible to complete a Supplemental Measurement of Learning.

4.5 Scope of Supplemental Measurement of Learning

The scope of the Supplemental Measurement of Learning covers the content of the entire course. The content and format will be determined by the instructor. The Supplemental Measurement of Learning must be comprehensive and may include comprehensive examinations, labs, projects, or any combination thereof.

4.6 Unsuccessful Prerequisite Courses

A student may register in courses where they were unsuccessful in completing a prerequisite or co-requisite, pending the outcome of the Supplemental Measurement of Learning.

The student is withdrawn from the course if unsuccessful in the prerequisite or co-requisite course Supplemental Measurement of Learning.

5.0 Procedures

5.1 Notification and Timelines

The instructor notifies eligible students at the end of the course if they were unsuccessful in a course. Eligible students are informed of the criteria and requirements for a Supplemental Measurement of Learning. Students who meet the criteria and wish to have a Supplemental Measurement of Learning must complete the Application to Write a Supplemental Measurement of Learning form and submit it to the Training Director or designate within 10 academic days of the end of the course. Supplemental Measurements of Learning are held within 15 academic days following the end of the course. Exceptions may be made depending on the time of year. For example, holidays, spring term of the first year of a multiple year program, Work Experience placements.

5.2 Number of Allowed Attempts

A student may apply for two (2) Supplemental Evaluation Measures per term to a maximum of four (4) per academic year of study.

There is a limit of one (1) Supplemental Measurement of Learning per course. In situations where accreditation or licensing requirements do not allow this number of Supplemental Measurement of Learning, it will be stated on the respective program's course outline.

5.3 Marks and Transcripts

The supplemental evaluation mark will replace the original posted mark as the course final grade up to a maximum of a passing grade.

In cases where supplemental evaluation mark does not exceed the original mark achieved, the original course mark will prevail.

6.0 Related References

6.1 Policies

BTAC Policies

- Certification and Graduation Obligations Policy
- Practical-Based Learning (PBL) Policy
- Transcript of Marks and Grading Method Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

The purpose of this policy is to ensure uniformity of the format and content of the transcript of marks issued by the Building Trades Advancement College (BTAC). This policy also defines the grading system method and the College's standards relating to course pass marks.

2.0 Scope

This policy applies to all transcripts of marks issued by the Building Trades Advancement College for the Electrical Construction and Industrial Pre-Employment Program, regardless of the training delivery method. This policy does not apply to contract training, academic studies, or other programs which have their own set of rules or regulations.

3.0 Definitions

Certificate	A certificate issued to a student who has successfully completed a training program of less than two years and has satisfied the requirements of a prescribed program profile
Certification	An official recognition of a student's successful completion of a training service by means of a diploma, a certificate, a certificate of achievement or a certificate of participation.
College complete (CO)	Building Trades Advancement College Indicates that the student has met the requirements of the course for which a grade point is not given
course	A self-contained part of a prescribed program that encompasses a predetermined set of instructional objectives related to a specific content area and a specific period of instructional time
Curriculum Standard	An approved document that contains all pertinent information required for program/plan delivery. It encompasses the information contained in the program profile, program structure and course outlines attached to a program. In the case of non-regular, contract and short-term training, the curriculum standard may consist of the compiled course outlines developed for each delivery
Diploma	Presented to a student who has successfully completed a training program of two years or more and has satisfied the requirements of a prescribed program profile and has accumulated a minimum of 45 credits during the training

fail non-graded (FNG)	Indicates that the student has not met at least the minimum requirements of the course which is required for certification. The course is part of the student's academic record and included on the transcript of marks
final course grade (mark)	The maximum course mark of a supplemental measurement of learning is 70 (or the pass mark as outlined by the program curriculum and posted on the course outline)
FOIPOP	<i>Freedom of Information and Protection of Privacy Act</i>
Graduation	The annual Graduation Ceremony hosted by BTAC will include eligible graduates from all certificate and diploma programs
incomplete (IC)	A student did not complete the requirements of a course. Following approval of the Training Director, the student normally has four weeks to meet the course requirements, at which time the IC grade is replaced by the final grade
non-graded (NG)	Indicates that a course does not have a grade or credit(s) which can be applied to a certification. The course is part of the student's academic record and included on the transcript of marks
numerical marks	The results on the transcript of marks expressed through a numerical value in whole numbers
personal information	Recorded information about an identifiable individual, including (but not limited to) the individual's name, address, telephone number, age, sex, ethnic origin, marital status, health information, employment information, etc. (as described in the FOIPOP Act)
program	Encompasses ALL students in the same program that are graduating in the same academic year, regardless of the delivery method. (for example, programs with both in class and online options are determined to be in the same program)
record	A complete student record kept for administration of the College and its programs
staff	Paid and non-paid persons who regularly operate the College and its programming (includes administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites
Training Director	Training Director or Interim Training Director of the Building Trades Advancement College

4.0 Policy

4.1 Overview

BTAC evaluates students on a learning outcomes basis. College curriculum outlines the performance required for the successful completion of College programs and courses, as indicated by industry and certifying bodies.

Learning Outcomes represent culminating demonstrations of learning and achievement and describe performances that demonstrate that significant learning has been verified and achieved by graduates of the program.

Assessment methods will differ between programs and courses. Students will be provided with course requirements and assessment methods at the beginning of each course, including tentative dates for tests, assignments, projects, and/or examinations.

BTAC uses a grading/credit system to indicate the performance of students and how that relates to a passing grade in courses, and how course grades translate to a transcript of marks that reflects the history of the student's academic progress. The College uses a numerical mark scale (credits) for courses, and is responsible for issuing a transcript of marks, the reliability of which is based on the integrity and authenticity of the document.

4.2 Transcript of Marks

For the majority of courses, a student shall have a numerical mark of 60% to successfully complete the course. Some courses may require a student to achieve a mark other than a 60% pass in order to succeed in the course and to proceed in their program. For those courses, the course outline will specify the progression requirements, as well as the supplemental regulations (if applicable). To pass a program that is graded, a student must have a cumulative numerical mark average of 70% or as indicated in the respective curriculum standard and meet all program requirements as outlined in the curriculum standard.

The format, content and grading systems are uniform and apply to all transcripts of marks issued by BTAC.

Content to be included on Transcript

- a) Student Name
- b) Student Number
- c) Student Status
- d) Program Title
- e) Certification Awarded
- f) Start Date
- g) Date of Award
- h) Language of Instruction
- i) Department
- j) Award Name
- k) Course Code
- l) Course Title
- m) Grade (%)

- n) Outcome
- o) Date Issued
- p) College Officials Name
- q) College Officials Signature
- r) College Logo

2.2 Grading System

The results that appear on the transcript of marks are recorded as a numerical grade. Term averages and overall averages are reported as a Numerical Grade Average (NGA), calculated based upon total course numerical grades divided by attempted courses total. Not included in NGA calculations are:

- Complete (CO)
- Incomplete (IC)
- Non-Graded (NG)
- Pass Non-Graded (PNG)
- Fail Non-Graded (FNG)
- Withdrawn (WI)

Withdrawal from a Course:

- The “withdrawal” notation (WI) indicates that a student withdrew from a course after 20% but before reaching 50% of its duration.
- When a student withdraws from a course after 50% of its duration, the grade that appears on the transcript of marks is the sum of the accumulated grades.

5.0 Procedures

5.1 Official Transcripts

The transcript is a history of the student’s academic performance with the College and, as such will reflect all academic history. Student records are confidential; therefore, transcripts will only be issued on written authority from the student. The transcripts will be a complete and unabridged academic record of achievement.

Any students requiring an "official" transcript of their educational records must submit an Information Release Form. All requests must include the student's signature. Official transcripts will be mailed or faxed directly to the institution or agency specified by the student. A fee will apply.

The official transcript of marks bears the Building Trades Advancement College seal, as it applies, and is signed by the Training Director or designate. This is an official document that may be sent to another training institution, to potential employers at the student's request, or given directly to the student in a sealed envelope.

Each student gets one official copy of their final transcript of marks upon graduation or course completion if not part of certificate or diploma program. There is a fee for any subsequent requests.

5.2 Unofficial Transcripts

Transcripts given to students will be marked “Unofficial” or “Issued to Student”.

The unofficial transcript of marks is not signed by the College, and it does not include any seal. It shall be available to an active student at any time upon request. “Unofficial copy” shall appear on each page of a student’s unofficial transcript.

Any students requiring an "unofficial" transcript of their educational records must submit an Information Release Form. All requests must include the student's signature. Unofficial transcripts will be mailed or faxed or can be picked up at the. A fee may apply.

5.3 Timing

A student who would like a copy of their transcript (either official or unofficial) must submit an Information Release Form either in person, via mail or via email (signatures will be checked against signatures on file). On receipt of the completed form, the BTAC Administrative staff will provide, no later than 3 business days after receiving the request form, a copy of the requested transcript. The completed request form will be filed in the individual’s file to serve as a record of the request.

6.0 Related References

6.1 Acts and Policies

Federal and Provincial Statutes

- Freedom of Information and Protection of Privacy Act
- Personal Information Protection and Electronic Documents Act

BTAC Policies

- Certification and Graduation Obligations Policy
- Practical-Based Learning (PBL) Policy
- Privacy and Distribution Policy
- Student Status Policy
- Supplemental Measurements of Learning Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

October 31, 2018

Date

1.0 Purpose

This policy outlines the requirements for COVID-19 vaccination established by the Building Trades Advancement College (BTAC) to ensure the health and safety of students enrolled in BTAC programs. BTAC will now require COVID-19 vaccination for all students, faculty and staff who intend to access the College on or after September 7, 2021 (1st dose) and October 15, 2021 (2nd dose).

2.0 Scope

This policy applies to students applying to attend programs offered by BTAC.

3.0 Definitions

College	Building Trades Advancement College
OH&S Act	<i>Nova Scotia Occupational Health and Safety Act</i>
HPA	<i>Health Protection Act</i>
PCC Act	<i>Nova Scotia Private Career Colleges Act</i>
PCC Regulations	<i>Nova Scotia Private Career Colleges Operational Regulations</i>
Proof of Vaccination	Health Canada approved COVID-19 vaccination including 2 week period from date of 2 nd shot
staff	Paid and nonpaid persons who regularly operate the College and its programming (including administrative staff, instructors, mentors, etc.)
student	Any person enrolled at the college (current, future or past)
student file	Documents including graded tests, assignments, transcripts, attendance records, complaints made by the student, payment records, refund records, correspondence with the student, proof of program completion, student contract, and documentation of the student's prerequisites

4.0 Policy

4.1 General

The health and safety of students enrolled at BTAC is of the utmost importance and as such the College strives to take all reasonable precautions to ensure a healthy and safe learning environment. It strives to balance the interests between health and safety, human rights and privacy concerns. COVID-19 is a highly transmissible biological hazard with significant short and long-term health risks including death. Vaccination is a proven, highly effective tool in the prevention and spread of COVID-19, and is readily available at no cost.

4.2 Classroom and Lab Environment

- a) COVID-19 risk of transmission is greatest in indoor settings such as classrooms, and working in close proximity with other people (i.e. during lab times and work-terms on job-sites);
- b) Lab time for BTAC programs requires working collaboratively in close proximity with others and often requires physical exertion that may result in heavy breathing;
- c) BTAC students are dispatched for work-terms whereby contractors are required to follow the health protocols of the project owner which may include a requirement for full vaccination.

4.3 Full Vaccination Requirement

- a) Any applicant applying for a BTAC program will be required to provide proof of vaccination prior to attending the first class of the program;
- b) There may be students that for health or religious reasons may not be able to be vaccinated against COVID-19, and so proof of this exemption will be accepted as fulfilling the requirement of this policy;
- c) Proof of vaccination needs to be shown to a recognized member of BTAC.

5.0 Procedures

5.1 Proof of Vaccination

- a) Proof of full vaccination must be in a recognized form of proof of vaccination from the jurisdiction the vaccine was received;
- b) Documentation is required on the first day of class;
- c) Documentation needs only to be shown and verified by a staff member of BTAC.

5.2 Privacy

BTAC will not take or keep a copy of the vaccination record. Showing proof of vaccination, or exemption will suffice, and the student's record will only indicate that the vaccination policy requirement has been met.

5.3 Consequence of Non-Compliance

- a) Students applying to attend a BTAC program that do not meet the requirements of this policy will be denied admission to the program;
- b) The BTAC Tuition Refund Policy will be applied for students denied program entry under this policy.

5.4 Term of Policy

This policy will be reviewed each semester to determine whether or not it will remain in force until the risks associated with COVID-19 no longer requires this policy as determined by public health guidelines.

6.0 References

6.1 Acts and Policies

Federal and Provincial Statutes

- Occupational Health and Safety Act
- Private Career Colleges Act
- Health Protection Act
- Private Career College Operational Regulations

BTAC Policies

- Tuition Refund Policy

Approved By:

Brad Smith

Interim Training Director, BTAC Board of Directors (Please Print)



Signature

August 16, 2021

Date