



## CARIBBEAN MILITARY ACADEMY

### PRIOR LEARNING ASSESSMENT AND RECOGNITION POLICY

With effect from 01 July 2021

| Policy Version | Date of Approval | Committee      | Date of next revision |
|----------------|------------------|----------------|-----------------------|
| 01             | June 22 2021     | Academic Board | June 2026             |

**CARIBBEAN MILITARY ACADEMY**

**Prior Learning Assessment and Recognition**

**PREAMBLE**

Prior Learning Assessment is a term which is internationally used and accepted and refers to a mechanism by which individuals are assessed based on evidence of their experiential knowledge, competencies and skills which have not been formally recognized and awarded through any formal educational process. This mechanism is particularly useful in the tertiary education landscape because it provides a means by which prospective students who do not meet normal matriculation requirements for entry into tertiary education are given an opportunity to demonstrate the knowledge, skills and competencies they have acquired which could be considered as equivalent to the matriculation requirements for entering tertiary level education and/or training.

In a first ever Global Report on Adult Learning and Education (GLARE) (2009)<sup>1</sup>, UNESCO was firm in its pronouncements on the importance of transforming the traditional way of thinking about education as a strict period of learning at different levels, to one that depicts learning as a lifelong endeavour. In the GLARE Report (2009), UNESCO posits that adult learning “encompasses both formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory- and practice-based approaches are recognised.” (p.13). The Report states:

A key issue for understanding adult education policy, provision and governance is the acknowledgement of a learning continuum between formal, non-formal and informal education and its implications for life-wide and lifelong learning (Chisholm, 2008; Colley et al, 2004; Du Bois-Reymond, 2005; Otto and Rauschenbach, 2004) .... Recognising where and how learning occurs, and appreciating the full spectrum of learning processes and outcomes, are fundamental for developing the potential of adult education.” pg 13

UNESCO (op cit), further argues that

“Adult education policies therefore need to take into consideration the significance of such learning for individuals and communities” p. 27

and endorses the following framework put forward by the European Commission (2020-2021)<sup>2</sup>

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<sup>1</sup> UNESCO (2009). Global Report on Adult Learning and Education. UNESCO Institute for Lifelong Learning. Hamburg. Accessed at [https://www.researchgate.net/publication/294343040\\_Global\\_Report\\_on\\_Adult\\_Learning\\_and\\_Education](https://www.researchgate.net/publication/294343040_Global_Report_on_Adult_Learning_and_Education) June 13 2021

<sup>2</sup> European Commission (2000) in UNESCO (2009). A Memorandum on Lifelong Learning. COMMISSION STAFF WORKING PAPER, Brussels: Commission of the European Communities. Available from: <http://www.bologna-berlin2003.de/pdf/MemorandumEng.pdf> [accessed 22 October 2009]

**Formal learning**

Formal learning occurs as a result of experiences in an education or training institution, with structured learning objectives, learning time and support which leads to certification. Formal learning is intentional from the learner's perspective.

**Non-formal learning**

Non-formal learning is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective.

**Informal learning**

Informal learning results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but, in most cases, it is non-intentional (or 'incidental'/random). p.27

It is within this context that universities and other tertiary institutions globally have begun to place greater emphasis on Prior Learning Assessment and Recognition (PLAR) as a formal part of their admission processes. The Caribbean Military Academy is no different as it seeks to ensure that its servicemen and women who do not possess the typical formal educational qualifications, may, through PLAR, access its academic programmes.

**THE CMA PRIOR LEARNING ASSESSMENT AND RECOGNITION POLICY**

In recognition of the global move towards using PLAR, CMA applicants who do not meet the normal matriculation requirements will be assessed using a variety of tools which may include any or all of the following.

- a. A portfolio outlining
  - Details of career
  - Outline of the knowledge development and/or competences giving pertinent details of the relevant knowledge acquired which are to be considered as equivalent to the entry requirements as well as specific requirements for the course of study which the applicant is desirous of pursuing
  - On-the-job experiences with validation from employees
- b. Academic transcripts for courses pursued at other institutions – eg City & Guilds, HEART, etc
- c. References
- d. Interviews
- e. Tests

### **THE PROCESS**

Once an applicant satisfies the Mature Student Regulations, (See CMA General Regulations, Clause 3), and applies under the Mature Student Clause, his/her application will be assessed by an Admissions team in the relevant School. The Admissions team assesses the Portfolio submitted and determines if any other form of review is necessary – that is, the nature of any interviews, tests, or other assessment that will be required. Schools reserve the right to request other pertinent information in order to make an appropriate assessment of the applicant's prior knowledge, experiences and learning. The arrangements for any tests or interviews are coordinated through the Office of the Registrar, Admissions Section.

Final decisions on admissions will be made by the Dean of Academic Affairs on the recommendation of the Director of School.

### **PROCEDURES**

The Procedures and relevant documentation for applying for consideration via PLAR can be accessed at [www.caribbeanmilitaryacademy.edu.jm](http://www.caribbeanmilitaryacademy.edu.jm)