

## RECOGNITION OF PRIOR LEARNING POLICY (PLAR, CREDIT TRANSFER & ADVANCED STANDING)

Policy Category	Academic
Policy Search Name	AC – Recognition of Prior Learning Policy (PLAR, Credit Transfer & Advanced Standing)
<b>*Anishinabek Standard</b>	
<i>Place of Learning</i>	<i>B. Provides multiple avenues for student to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.</i>
<i>Educators</i>	N/A
<i>Students</i>	<i>E. Students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</i>
<i>Curriculum</i>	N/A
Approval Date & Board Motion Number	7/22/2020 Motion #042-2020
Effective Date	7/22/2020
Previous Versions	Date initially approved: 7/22/2020 Date of last revision: N/A

\*These are organizationally adapted standards from the World Indigenous Nations Higher Education Consortium (WINHEC) and the Alaska Comprehensive Centre/Alaska Native Education approved by the Kenjgewin Teg Board of Directors, 2015.

### 1.0 Purpose and Background

1.1 The purpose of this policy is to recognize and inform learner, admissions personnel and Instructors about recognition of prior learning in achieving a secondary or post-secondary credential.

### 2.0 Definitions

“advanced standing”

refers to an academic status granted to a learner who holds a sufficient number of equivalent credits from another post-secondary institution to meet all program learning outcomes for the first or second academic year of a partner institution’s program as delivered by Kenjgewin Teg; advanced

	standing is determined by the institutions involved, often with articulated transfer agreements between the participating institutions
“credit transfer”	acceptance or recognition of credits for course(s) completed at another institution; credit transfer is a process which compares the content and learning outcomes between courses
“ekinoomaagasid”	is the Mniidoo Mnisling dialect/Anishinabemowin word that refers to all students or learners (Indigenous or non-Indigenous) of Kenjgewin Teg
“ekinoomaagasijig”	is the plural form of <i>ekinoomaagasid</i>
“Indigenous Advanced Education and Skills Council (IAESC)”	an Indigenous-controlled and governed Council recognized under the Indigenous Institutes Act, 2017; this Council is tasked with establishing quality assurance standards and benchmarks for organizations and programs delivered by the Indigenous Institutes pillar in Ontario
“pathways”	refers to various programs of Kenjgewin Teg supporting access to post-secondary programs; examples include dual credit OSSD accumulation, co-operative education, Ontario Youth Apprenticeship Program, OSSD courses, academic and career entrance (ACE) program, and other programs that support access to post-secondary learning
“prior learning assessment and recognition (PLAR)”	prior learning assessment and recognition is a process used to assess significant and relevant learning acquired through study, work, volunteering and other life experience

### 3.0 Application

3.1 This policy applies to ***ekinoomaagasijig*** of Kenjgewin Teg who are considering an application for admission to a pathways program leading to the OSSD credential, under Kenjgewin Teg’s status as a private secondary school sanctioned by the Ministry of Education. This policy’s application may be limited to and is dependent upon human resource qualifications available for implementation on an annual basis within Kenjgewin Teg as it relates specifically to PLAR-OSSD implementation (i.e. PLAR-OSSD may or may not be available consistently each year for learners).

3.2 This policy applies to ***ekinoomaagasijig*** of Kenjgewin Teg who are considering an application for admission to a partner college or university accredited post-secondary program delivered at Kenjgewin Teg. This policy’s application may be limited to and is dependent upon human resources available on an annual basis within Kenjgewin Teg to effectively liaise with a partner college or university in applying approved institutional PLAR policies to support learners in recognition of prior learning.

3.3 This policy will be amended and revised to apply to Kenjgewin Teg accredited certificates, diplomas and degrees once the Indigenous Advanced Education and Skills Council (IAESC) has completed their organizational review of Kenjgewin Teg.

## 4.0 Policy

### Policy Objective

4.1 The objective of this policy is to support recognition of prior learning for **ekinoomaagasijig** attending Kenjgewin Teg. Recognition of prior learning is a process that involves the identification, documentation, assessment and recognition of formal study and of non-formal learning acquired through work and life experience as part of meeting a learner's academic requirements.

4.2 This policy describes and provides information about recognition of prior learning, with expanded information emphasis on PLAR, within both the secondary and post-secondary environments.

### Prior Learning Assessment and Recognition (PLAR)

4.3 In general terms, prior learning assessment and recognition (PLAR) is a process that uses a variety of tools to help **ekinoomaagasijig** reflect on, identify, articulate, and demonstrate past learning. Prior learning can be acquired through study, work, and other life experiences that are not recognized through formal transfer of credit mechanisms. PLAR recognizes learning that takes place in different educational settings and through experience outside classrooms.

4.4 PLAR may help **ekinoomaagasid** gain admission into a program of study or reduce the number of courses required to complete their credential. PLAR can help expedite program completion and career success for learners.

4.5 Generally, a portfolio is an organized collection of materials supporting PLAR, which records and verifies a learner's learning achievements and relates them to the requirements of an education or training program, a work standard, or a professional qualification. Portfolio development helps a learner analyze, understand and explain to others what they know and can do, as well as what still needs to be learned. A learner is responsible to prepare the portfolio for assessment that demonstrates the learning outcomes of the course. When the portfolio is complete, the learner presents it for assessment. Qualified staff in the relevant fields review the evidence of learning documented in the portfolio, compare it with the learning outcomes of the course for which credit is requested, and determine whether credit will be granted.

4.6 The challenge process of PLAR is a method of assessment, other than portfolio assessment, developed and evaluated by subject-expert Instructors to measure an individual's learning achievement against course learning outcomes. The process measures demonstrate learning through a variety of written and non-written evaluation methods for the purpose of awarding credit without requiring enrolment in a course.

4.7 In PLAR, learning experiences are important, but learning does not come automatically with experience, and learning differs from person to person. Credit and recognition may be given when a learner demonstrates and validates learning from experiences and not for the experiences themselves; PLAR is credit for learning, not experience.

### **PLAR and OSSD Credits**

4.8 Kenjgewin Teg is a private (Ministry of Education approved) high school with authority to grant OSSD credits. ***Ekinoomaagasijig*** may have their knowledge and skills evaluated against the expectations outlined in Ontario provincial curriculum policy documents in order to earn credits towards their secondary school diploma. PLAR and OSSD credit assessments may be limited to and is dependent upon human resource qualifications available for implementation on an annual basis within Kenjgewin Teg as it relates specifically to PLAR-OSSD implementation.

4.9 The PLAR process for mature learners involves two components: equivalency and challenge; PLAR for mature learners recognizes the broader life experience of mature learners:

- a) the "equivalency" process for mature learners involves individual assessment for the purpose of granting Grade 9 or 10 credits
- b) the "challenge" process for mature learners involves a process whereby learners' prior learning is assessed for the purpose of granting credit for a Grade 11 or 12 course process

4.10 In all cases, PLAR requirements as it relates to OSSD credits will be according to Ministry of Education requirements; any new requirements issued at any time will supersede this policy section when changes are made regarding PLAR and OSSD requirements. Refer to *Ministry of Education – Prior Learning Assessment and Recognition (PLAR for Mature Students: Implementation in Ontario Secondary Schools)*.

### **PLAR and Post-secondary Programs**

4.11 Generally, knowledge or skills for PLAR in the post-secondary sector is related to workplace standards, professional skills and competencies as identified by professional bodies, or learning outcomes as described in course outlines of post-secondary institutions.

4.12 Any recognition of prior learning policies of Kenjgewin Teg's partner post-secondary institutions will apply to all post-secondary programs delivered in partnership with Kenjgewin Teg, which includes PLAR, credit transfer and advanced standing policies.

4.13 Recognition of prior learning in post-secondary programs credit may be granted through mechanisms such as but not limited to, credit transfer, prior learning assessment and recognition, and/or advanced standing. Generally, to be eligible for PLAR, candidates must be 19 years of age or older or have an OSSD or equivalent and be a learner working toward a diploma or certificate and/or meet the entrance requirements for the program in which PLAR is requested.

4.14 Information on PLAR process as it applies to Kenjgewin Teg's partner post-secondary institutions are available to the public through postings on the partner post-secondary institution's web site. Where prior learning assessment and recognition is not permitted, it will be documented on the course outline.

4.15 In all cases, PLAR requirements as it relates to college post-secondary credits will be according to Ministry of Colleges and Universities requirements; any new requirements issued at any time will supersede this policy section when changes are made regarding PLAR and post-secondary institutional requirements. Refer to *Ministry of College and Universities/Colleges of Applied Arts and Technology Policy Framework/Framework for Programs of Instruction/Minister’s Binding Policy Directive*.

**5.0 Roles and Responsibilities**

5.1 The President is responsible for the overall management and operation of Kenjgewin Teg. The Vice President of Lifelong Learning is responsible for overall management and implementation of this policy.

5.2 If a position referred to in this policy is vacant, the policy will not be invalidated. Instead, the President shall designate the roles and responsibilities of that role to another team member(s) and will ensure that the Kenjgewin Teg staff and community is informed of the designation(s) as appropriate.

**6.0 Evaluation Date - 10/31/2022**

6.2 This policy will be reviewed every two years as part of the Board of Director’s policy review cycle and schedule. The evaluation date above represents the first date upon which this policy becomes eligible for review.

<p><b>Related Legislation, Policies, Procedures, Guidelines and Documents</b></p>	<ul style="list-style-type: none"> <li>• Ontario Ministry of Education, Policy/Program Memoranda No. 132</li> <li>• Ministry of Colleges and Universities/ Colleges of Applied Arts and Technology Policy Framework/Framework for Programs of Instruction</li> </ul>
<p><b>Policies Superseded by this Policy</b></p>	<p>None</p>
<p><b><i>The official version of this policy is housed in the Office of the President. In case of discrepancy between an online version and the official version held, the official version shall prevail.</i></b></p>	