

**Organisation for Economic Cooperation and Development (OECD)
Activity on the
Recognition of Non-Formal and Informal Learning (RNFIL)**



**Report
Province of Ontario**

Council of Ministers of Education, Canada (CMEC)

OECD Activity on Recognition of Non-Formal and Informal Learning ONTARIO REPORT

This report provides an overview of Ontario policies related to the recognition of non-formal and informal learning (NFIL). For all intents and purposes, NFIL is called here Prior Learning Assessment and Recognition (PLAR), which is the expression and acronym that will be used in this report.

The report is divided in two sections, reflecting ministerial responsibility for education:

- The Ministry of Training, Colleges and Universities (MCTU) for PLAR at the postsecondary education and training levels, and
- The Ministry of Education (MEDU) for PLAR at the elementary and secondary levels.

PLAR at the Postsecondary Education and Training Levels

PLAR in Community Colleges

During the 1992–93 year, the Ontario Council of Regents for Colleges of Applied Arts and Technology established the PLA Advisory Group to guide the implementation of PLA in Ontario's Colleges of Applied Arts and Technology. In January 1993, PLA was formally introduced to the college system when 25 colleges received funds to subsidize one position for a three-year period to develop policies and processes and to build systems for PLA services.

The Prior Learning Assessment and Recognition Policy framework was based on advice from the Council of Regents after extensive consultation and released to the college system in July 1997. As of April 1, 2003, the PLAR policy was incorporated into the Minister's new Framework for Programs of Instruction. According to this policy, PLAR is to be made available for as many credit courses as possible in programs of instruction in which enrolment is eligible for funding through the General Purpose Operating Grant (GPOG). A resource document is also available for colleges to consider when implementing PLAR. Funding for PLAR is provided through the GPOG and is detailed in the Enrolment and Graduate Reporting Operating Procedure. Fees for PLAR are outlined in the Minister's Binding Policy Directive on Tuition and Ancillary Fees and the related operating procedure. Colleges currently charge a range of fees up to a maximum of \$127 per individual course challenge in 2003–04. Therefore, 100 audited PLAR assessments result in one funding unit in terms of college revenue.

Despite funding constraints, all colleges continue to provide PLAR services as reported to the Ministry for funding purposes.

PLAR in Universities

Ontario universities, as autonomous institutions, set their own policies related to admissions including recognition of prior learning. For additional information, please contact institutions individually. The MTCU website contains links to university websites: <http://www.edu.gov.on.ca/eng/general/list/univers.html>.

PLAR in Training

The Ontario government established an “Access to Professions and Trades” initiative in 1995, to promote access to the labour market for **qualified skilled immigrants**. The Labour Market Integration Unit, part of the Ministry of Citizenship and Immigration and formerly known as the Access to Professions and Trades (APT) Unit, works with key partners, including occupational regulatory bodies, employers, educational institutions, and community agencies serving immigrants, to develop programs and policies that facilitate recognition of international qualifications and experience.

Internationally trained individuals may have difficulty gaining access to their regulated occupations because their qualifications are not understood or fully recognized. The Ontario government has funded development of PLAR tools and processes to evaluate the skills and experience of internationally trained midwives and physiotherapists, and a skills demonstration test has been developed as an alternative to a written test for automotive service mechanics who are seeking a Certificate of Qualification.

Funded in part by MTCU, World Education Services (WES) Canada (www.wes.org/ca) evaluates academic credentials from 180 countries and compares them with similar Ontario educational qualifications. WES has expanded its service to provide the World Education Data Base (WEDB), an on-line service with information on 25 international education systems, to assist secondary schools with placement of immigrant students.

Bridge Training Programs for Newcomers

The Ontario government is investing almost \$14 million in 24 new programs to help more than 3,000 skilled newcomers work in their field sooner. The 24 new bridge training programs include accounting, agricultural industry, architecture, carpentry, construction, early childhood education, employment counsellors, engineering, environmental planners and scientists, health care positions, engineering technology, midwifery, etc. Please see attached news release for more details. (<http://www.citizenship.gov.on.ca/english/about/n180506.htm>).

Legislative Framework

On December 13, Bill 124, Fair Access to Regulated Professions Act, 2006 was passed. This legislation will require Ontario’s regulated professions to ensure their licensing process is fair, clear and open. The Act will:

- Require 34 regulated professions in Ontario to have a licensing process that has fair, open and timely assessment of credentials of foreign trained professionals.
- Establish the Office of the Fairness Commissioner who would be responsible for assessing registration and licensing practices, and ensure compliance.
- Create an “Access Centre” for Internationally Trained Individuals, a new one-stop resource centre that would help people navigate through the complex systems when seeking to enter regulated professions, and promote internships and mentoring programs.

Appended Reference Documents

The following reference, background, and other supporting documents for PLAR at the community college level are appended:

- Prior Learning Assessment and Recognition – Resource Documents for Discretionary Use
- Glossary, excerpt from “Finance and Administration, Tuition and Ancillary Fees”
- Excerpt from “Framework for Programs of Instruction”
- Appendix A: Summary of Regulated Tuition Fees 2003-04 through 2005-06
- Prior Learning Assessment and Recognition/Challenges by College (1993-1998)
- Prior Learning Assessment and Recognition/Challenges by College (1998-2006)
- Prior Learning Assessment and Recognition Portfolio Development/Student Contact Hours by College from (1998-2005)
- “New Bridge Training Investment Means Better Opportunities for Newcomers.” Ontario Ministry of Citizenship and Immigration, May 18, 2006 (<http://www.citizenship.gov.on.ca/english/about/n180506.htm>).

PLAR at the Elementary and Secondary Education Levels

Pre-school and Elementary Education

The Ontario system of pre-school, Junior Kindergarten and Kindergarten, and of elementary schooling level (called Primary level at the OECD) is not credit based. There are no examinations required to move from one grade to the next. Therefore, PLAR is not applicable at this level.

PLAR in the Secondary School System

A PLAR policy was first implemented for regular day school secondary students in the 2001-02 school year and for mature students in the 2003–04 school year. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students may have their skills and knowledge evaluated against Ontario curriculum expectations in order to earn credits toward the secondary school diploma. PLAR evaluation and assessment procedures are carried out under the direction of the school principal, who grants credits.

Detailed policy and operational directions are provided to district school boards to support implementation of PLAR policy in the following ministry policy documents:

- Policy / Program Memorandum # 129, *Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools*, released July 6, 2001, provides direction to boards and schools concerning the implementation of PLAR for regular day school students (adolescents).
- Policy / Program Memorandum # 132, *Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools*, released May 7, 2003, provides direction to boards and schools concerning the implementation of PLAR for mature students.

PLAR involves two components: challenge and equivalency

- Challenge process for regular day school students and mature students: Prior learning is assessed through a challenge process which includes formal tests (70% of final mark) and other assessments (30% of final mark).
- Equivalency process for regular day school students: Credits are granted for placement only, to students who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.
- Equivalency process for mature students: Determining equivalency involves the assessment of education and/or training credentials and other appropriate documentation for credit(s), (i.e., of learning gained from other programs, courses, or work experiences).

Regular day school students may earn a maximum of four credits through the PLAR challenge process, with no more than two in any one discipline. Students may be granted equivalency credits, for placement only, if they transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

The number of challenge for credit assessments done by regular day school students in 2003-04 is 95. Out of these 95 challenges for credit, 88 were successful and the credit was granted.

Note that no targeted funding is provided for PLAR challenge assessments for regular day school students.

For mature students, defined as 18 years of age or older and out of day school for at least one year, the principal may grant up to 16 credits for grades 9 and 10, following individual assessment. A minimum of four Grade 11 and 12 credits must be earned by the student actually taking the courses. The remaining ten Grade 11 and 12 credits needed to meet the Ontario Secondary School Diploma (OSSD) requirements may be earned in three ways: through challenging courses for credit; through presenting education and/or training credentials or other appropriate documentation for assessment through the equivalency process; or by taking the courses.

Mature students in 2004-05 (preliminary data):

- Number of mature students who completed the Secondary School Graduation Diploma: 233
- Number of mature students who completed the Ontario Secondary School Diploma under Ontario Schools: Intermediate and Senior Divisions, 1989: 1,277
- Number of mature students who completed the Ontario Secondary School Diploma under Ontario Secondary Schools, 1999, and to who PLAR policy would apply: 644

PLAR policy applies only to those mature students who were not previously enrolled in the Ontario secondary school system prior to 1999. At this point, the majority of mature students working toward the Ontario Secondary School Diploma tend to be returning students who were previously enrolled in an Ontario secondary school at some point prior to 1999. For this reason, the uptake on PLAR by mature students has not yet reached its 'maturity'.

The number of mature students, new to the Ontario secondary system, who participated in PLAR equivalency and assessment activities in the first full year of the implementation of PLAR for mature students, based on preliminary data for 2004-05, is as follows:

Number of mature students who received an individual assessment for the granting of up to 16 Grade 9 and 10 credits: 671 students with testing and 897 students without testing.

- Number of mature students who receive an equivalency assessment for the granting of up to 10 Grade 11 and 12 credits: 599 students
- Number of challenge for credit assessments for specific Grade 11 and 12 courses: 5.

Funding is provided to boards for the delivery of each type of assessment, based on board data provided to the ministry through the October reports:

- individual assessment (\$100 per mature student per year)
- equivalency assessment (\$100 per mature student per year)
- challenge for credit assessment (\$300 per challenge process).

Appended Reference Documents

The following reference, background, and other supporting documents for PLAR at the secondary school level are appended:

- Policy / Program Memorandum # 129, *Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools*, released July 6, 2001, provides direction to boards and schools concerning the implementation of PLAR for regular day school students (adolescents).
- Policy / Program Memorandum # 132, *Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools*, released May 7, 2003, provides direction to boards and schools concerning the implementation of PLAR for mature students.
- Chart showing provincial total of Prior Learning Assessment and Recognition (PLAR) for mature students, assessments reported during the 2004-2005 school year. (*Preliminary data only available.*)
- Chart showing provincial total of prior learning assessment and recognition (PLAR) for regular day school students, challenges completed during the 2003-2004 school year.

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Informal and Non-Formal Learning
Ministry of Training Colleges and Universities**



Ministry of Training, Colleges and Universities

Colleges of Applied Arts and Technology
Policy Framework

3.0 Programs

**Prior Learning Assessment and
Recognition**

Resource Document

**Prior Learning Assessment and Recognition
Resource Document for Discretionary Use**

Released: April 1, 2003

Updated:

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Resource Document

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Prior Learning Assessment and
Recognition

Resource Document

Preamble

Prior learning assessment and recognition (PLAR) offers learners the opportunity to earn credit for college courses based on formal demonstration of prior learning usually acquired through study, work, and other life experiences that is not recognized through formal credit transfer mechanisms.

PLAR is an efficient and cost-effective way of examining learners' knowledge. To this end, the Minister of Training, Colleges and Universities provides the suggested best practices to assist colleges in meeting the requirement for PLAR established in the Minister's Binding Policy Directive on [Framework for Programs of Instruction](#). Funding for PLAR processes is provided through the general purpose operating grant and is detailed in the operating procedure [Enrolment and Graduate Reporting](#). Fees for PLAR are outlined in the Minister's Binding Policy Directive on [Tuition and Ancillary Fees](#) and the related [operating procedure](#).

For further information regarding this resource document, click on the Contact link to consult with the appropriate [ministry contact](#), listed in the Contacts section on the web site.

Glossary

Credit courses: courses in programs of instruction eligible for funding through the general purpose operating grant for which students, upon successful completion, receive a credit on their transcript.

Prior learning assessment and recognition (PLAR): a process that uses a variety of tools to help learners 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.

- **Challenge process:** a method of assessment, other than portfolio assessment, developed and evaluated by subject-expert faculty to measure an individual's learning achievement against course learning outcomes. The process measures demonstrated learning through a variety of written and non-written evaluation methods for the purpose of awarding credit without requiring enrolment in a course.
- **Portfolio assessment:** a method of assessment that involves the evaluation of an organized collection of materials developed by a learner that records learning achievements and relates them to personal, educational, or occupational goals. In this case, achievement of stated learning outcomes of college courses or programs.

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Residency requirement: the minimum number of credits (or length of time) that must be taken through courses under the direct supervision of faculty of the credential issuing college.

Suggested or Best Practices

To assist learners in deciding whether to proceed with PLAR, course outlines should include relevant information such as:

- learning outcomes;
- broad areas of content;
- criteria for success; and
- identification of a range of assessment processes, tools, and support.

PLAR assessments should be conducted within a reasonable period of time following a request.

Candidates for PLAR

- should meet the college general admission requirement, and
- do not need to be enrolled in a college program of instruction.

Each college should establish institutional residency requirements. It has been the practice that educational institutions establish a 25 per cent residency requirement.

Learners should be advised, in advance, of the assessments and methods of evaluation and the code used to transcribe credits obtained through PLAR. Also, learners should be advised that a reduction of course load as a result of earning credits through PLAR may affect their eligibility for financial assistance through the Ontario Student Assistance Plan (OSAP).

Credits awarded through PLAR should be transcribed in the same way in which credits are normally transcribed in each course, without any indication that credits have been acquired through prior learning assessment.

Transcripts should not record unsuccessful PLAR attempts as "failures".

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Source: Ministry of Training, Colleges and Universities, Colleges of Applied Arts and Technology Policy Framework, “Finance and Administration, Tuition and Ancillary Fees, Minister’s Binding Policy Directive” Issued April 1, 2003, Revised September 1, 2004.

Glossary

Maximum average regulated tuition fee: the amount established by the government that cannot be exceeded when a college calculates the enrolment-weighted average for its regulated tuition fee activity. The specifics of the calculation for each category of activity – postsecondary, tuition short, part-time, or prior learning assessment and recognition – are outlined in the operating procedure Tuition and Ancillary Fees Reporting.

Program of instruction: a group of related courses leading to a diploma, certificate, or other document awarded by the board of governors.

Student contact hour (SCH): a unit representing one student enrolled in one required hour of instruction.

Source: Ministry of Training, Colleges and Universities, Colleges of Applied Arts and Technology Policy Framework, “Framework for Programs of Instruction, Minister’s Binding Policy Directive” Issued April 1, 2003, Revised April 1, 2005.

Programs of Instruction

Prior learning assessment and recognition (PLAR) is to be made available for as many credit courses as possible in programs of instruction in which enrolment is eligible for funding through the general purpose operating grant. If a credit course is to be excluded from PLAR, the reasons and considerations should be clearly documented for the student. Information on the PLAR process is to be made available to the public in the college central admissions publication and posted on the college’s web site.

Binding Policy Directive

A. The board of governors of a college is to approve tuition fees and ancillary fees for all programs of instruction and courses operated by the college.

B. All full-time students whose enrolment is eligible and reported for funding through the general purpose operating grant and who are enrolled at the same time in the same year of the same program of instruction are to pay the same tuition fee.

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C. All part-time students whose enrolment is eligible and reported for funding through the general purpose operating grant and who are enrolled in the same course at the same time are to pay the same tuition fee with permissible exceptions outlined in the operating procedure [Tuition and Ancillary Fees Reporting](#).

D. For each course or program of instruction eligible and reported for funding through the general purpose operating grant, with exceptions as noted in

Section E and in the operating procedure [Tuition and Ancillary Fees Reporting](#), a tuition fee is to be established such that:

I. the tuition fee falls between the minimum and maximum outlined in [Appendix A](#); and

II. the college's enrolment-weighted average tuition fee does not exceed the maximum average regulated tuition fee outlined in [Appendix A](#).

Explanatory Note:

For the period, 2004-05 and 2005-06, [Appendix A](#) outlines the minimum, maximum, and maximum average tuition fees established by the government for full-time postsecondary and tuition short programs of instruction, part-time activity, and prior learning assessment and recognition challenge process evaluations and portfolio assessments eligible and reported for funding through the general purpose operating grant. Once set for 2004-05, tuition fee levels in new regulated programs of instruction or part-time activity must be maintained at the same level in 2005-06. The operating procedure [Tuition and Ancillary Fees Reporting](#) provides additional information related to establishing tuition fees for specific programs of instruction.

For existing full-time programs of instruction and part-time activity with regulated fees, the tuition fees are not to increase above the actual 2003-04 levels in any program or part-time activity.

Programs of Instruction (Framework for Programs of Instruction)

I. All programs of instruction with similar outcomes and credentials are to have the same title.

II. Programs of instruction are to include, along with the vocational outcomes relevant to the particular industry, field of study, business, or profession, the applicable outcomes for essential employability skills and general education as outlined in the Credentials

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Framework in [Appendix A](#), and further expanded in [Appendix B](#) and [Appendix C](#).

III. When a college chooses to deliver a program of instruction for which a Ministry of Training, Colleges and Universities [program standard](#) exists, the program must meet all the requirements of the [program standard](#).

IV. Colleges are to establish a system-wide credentials validation service that will provide reasonable assurance that all postsecondary programs of instruction leading to one of the following credentials – Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent) – offered by the colleges, regardless of funding source, conform to the Credentials Framework and are consistent with accepted college system nomenclature/program titling principles.

V. Prior learning assessment and recognition (PLAR) is to be made available for as many credit courses as possible in programs of instruction in which enrolment is eligible for funding through the general purpose operating grant. If a credit course is to be excluded from PLAR, the reasons and considerations should be clearly documented for the student. Information on the PLAR process is to be made available to the public in the college central admissions publication and posted on the college's web site.

VI. Colleges are to have protocols in place for students regarding grading, advancement, and dispute resolution. These protocols must be clearly articulated and provided to all students and college staff by posting the protocols on the college web site and by allowing people who do not have Internet access to obtain a copy of the protocols.

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Appendix A: Summary of Regulated Tuition Fees 2003-04 through 2005-06

The following table provides a quick reference summarizing minimum, maximum average and maximum tuition fees. Please note that the tables below reflect the freeze on tuition fees at 2003-04 levels, which came into effect on April 8, 2004.

Full-time Postsecondary Annual Tuition Fees¹	2003-04	2004-05	2005-06
Maximum average	\$1,820	\$1,820	\$1,820
Maximum	\$2,314	\$2,314	\$2,314
Minimum	\$1,275	\$1,275	\$1,275
Full-time Tuition Short Weekly Fees			
Maximum average	\$50.82	\$50.82	\$50.82
Maximum	\$64.72	\$64.72	\$64.72
Minimum	\$35.65	\$35.65	\$35.65
Part-time Tuition Fee per Student Contact Hour			
Maximum average	\$4.34	\$4.34	\$4.34
Maximum	\$5.51	\$5.51	\$5.51
Minimum ²	\$3.05	\$3.05	\$3.05
Prior Learning Assessment and Recognition Fee Per Challenge or Assessment			
Maximum average	\$99.80	\$99.80	\$99.80
Maximum	\$127.00	\$127.00	\$127.00
Minimum	\$5.00	\$5.00	\$5.00
1. These are annual fees for most programs delivered in a standard two-semester format.			
2. The standard hourly rate may be reduced in special cases, as outlined the <i>Tuition and Ancillary Fees Reporting operating procedure</i> .			

Source: Ministry of Training, Colleges and Universities, Colleges of Applied Arts and Technology Policy Framework, "Finance and Administration, Tuition and Ancillary Fees, Minister's Binding Policy Directive" Issued April 1, 2003, Revised September 1, 2004.

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Prior Learning Assessment and Recognition/ Challenges by College (1993-1998)

COLLEGE	1993-94	1994-95	1995-96	1996-97	1997-98
ALGONQUIN	17	87	140	172	189
BOREAL					
BOREAL CSW					
CAMBRIAN	5	183	137	76	79
CANADORE	51	73	168	53	50
CENTENNIAL	19	11	367	295	222
LA CITE					
CONESTOGA	5	20	81	105	121
CONFEDERATION	0	33	46	59	126
DURHAM	0	134	2,107	2,081	2,790
FANSHAWE	0	22	56	124	153
GEORGE BROWN	0	0	0	20	39
GEORGIAN	88	202	164	131	252
GRANDS LACS					
HUMBER	10	130	174	202	182
LAMBTON	0	6	28	5	20
LOYALIST	0	136	47	109	129
MOHAWK	212	350	352	342	321
NIAGARA	9	55	73	109	102
NORTHERN	85	112	62	31	31
ST.CLAIR	0	49	51	116	113
ST.LAWRENCE	0	12	64	107	138
SAULT	32	56	55	82	75
SENECA	16	82	271	189	224
SHERIDAN	155	33	292	223	110
SS FLEMING	31	162	81	166	89
TOTAL	735	1,948	4,816	4,797	5,555

Source: Ministry of Training, Colleges and Universities, Internal Data

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Prior Learning Assessment and Recognition/ Challenges by College (1998-2006)

COLLEGE	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ALGONQUIN	244	278	384	355	423	269	295	256
BOREAL	119	124	98	53	43	10	11	0
BOREAL CSW								
CAMBRIAN	87	51	53	25	49	45	22	30
CANADORE	34	40	32	63	21	31	38	25
CENTENNIAL	333	235	269	219	319	101	140	230
LA CITE	114	179	143	149	0	292	0	70
CONESTOGA	150	107	88	80	78	98	101	106
CONFEDERATION	82	128	78	143	134	116	59	48
DURHAM	63	80	246	148	109	80	97	101
FANSHAWE	291	585	486	378	399	433	328	232
GEORGE BROWN	25	60	65	83	102	95	50	87
GEORGIAN	314	380	413	5,140	1,185	313	331	554
GRANDS LACS								
HUMBER	259	543	611	576	454	648	0	1,082
LAMBTON	22	8	11	17	69	42	0	24
LOYALIST	154	178	153	221	173	127	0	168
MOHAWK	373	505	531	501	658	1,075	0	357
NIAGARA	73	122	551	646	751	734	0	964
NORTHERN	67	62	103	124	188	237	0	88
ST.CLAIR	63	131	158	117	103	111	0	158
ST.LAWRENCE	188	131	158	141	119	94	0	70
SAULT	67	112	200	183	189	124	3123	49
SENECA	225	280	270	208	308	312	0	249
SHERIDAN	92	173	204	242	242	262	0	333
SS FLEMING	69	103	97	52	99	85	0	75
TOTAL	3,508	4,595	5,402	9,864	6,215	5,734	4,595	5,356

Source: Ministry of Training, Colleges and Universities, Internal Data

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**Prior Learning Assessment and Recognition Portfolio Development/Student
Contact Hours by College**

COLLEGE	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05
ALGONQUIN	1,054	798	122	72	150	68	77
BOREAL	0	0	0	0	0		0
BOREAL CSW							0
CAMBRIAN	0	0	0	0	0		0
CANADORE	0	0	0	0	0		0
CENTENNIAL	0	0	0	0	0		0
LA CITE	0	0	0	0	168		0
CONESTOGA	360	0	45	90	0	450	270
CONFEDERATION	0	0	0	0	0		0
DURHAM	1,600	320	480	0	0		0
FANSHAWE	472	809	519	828	1,230	1,350	681.4
GEORGE BROWN	0	0	0	0	0		0
GEORGIAN	0	0	0	0	0		0
GRANDS LACS							
HUMBER	0	0	0	0	0		0
LAMBTON	0	0	540	0	0		0
LOYALIST	1,680	315	147	1,530	180	45	0
MOHAWK	1,477	1,482	936	156	1,482	1,482	39
NIAGARA	0	0	0	0	0		0
NORTHERN	0	0	0	0	0		0
ST.CLAIR	0	0	0	0	0		0
ST.LAWRENCE	0	0	0	0	0		0
SAULT	183	9	0	0	0		0
SENECA	0	0	0	0	0		0
SHERIDAN	0	0	0	0	0		0
SS FLEMING	0	0	0	0	0		0
TOTAL	6,826	3,733	2,789	2,676	3,209	3,395	1,067

Source: Ministry of Training, Colleges and Universities, Internal Data

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News Release

May 18, 2006

NEW BRIDGE TRAINING INVESTMENT MEANS BETTER OPPORTUNITIES FOR NEWCOMERS ***\$14 Million Investment Will Mean Better Access To Jobs For Skilled Newcomers***

TORONTO — The Ontario government is investing almost \$14 million in 24 new programs to help more than 3,000 skilled newcomers work in their field sooner, Minister of Citizenship and Immigration Mike Colle announced today.

“We’re committed to giving all Ontarians a fair shot at success — that’s why we’re investing in these bridge training programs,” said Colle. “We’re helping more internationally trained professionals work in their field. Newcomers have the drive, the skill and the experience that gives Ontario companies an economic advantage.”

The 24 new bridge training programs include accounting, carpentry, and physiotherapy. At today’s launch, the College of Physiotherapists of Ontario received \$515,600 in funding over two years to develop curriculum to help more internationally trained physiotherapists pass their licensing exam. The new bridging program for physiotherapists will help as many as 200 newcomers work in their field.

“We expect this project will improve the examination pass rate for the internationally trained by at least 50 per cent,” said Jan Robinson, Registrar of the College of Physiotherapists of Ontario. “The barrier for many isn’t knowledge, but how to successfully complete the exams.”

Since 2003 the Ontario government has invested over \$34 million in more than 60 bridge training programs, helping more than 6,000 newcomers improve their language skills, prepare for exams and work in their field sooner.

This investment in bridge training is just one of the ways the McGuinty government is helping newcomers. Other initiatives include:

- Fighting on behalf of newcomers, negotiating the first ever Canada-Ontario immigration agreement, which quadruples federal funding for language training and settlement programs to \$920 million over five years.
- Doubling the number of training and assessment positions for internationally trained medical graduates.
- Creating *Ontarioimmigration.ca* that provides up-to-date information for newcomers on everything from Ontario communities to working in professions and trades.

“Ontario’s economy depends on the wealth of experience of skilled newcomers,” said Colle. “The sooner newcomers put their talents and experience to work, the sooner Ontario benefits.”

Contacts:

Danna O’Brien, Minister’s Office, (416) 325-3460
Rob Andrusevich, Communications Branch, (416) 314-7238

Backgrounder - Ontario Government Funds 24 New Bridging Projects for Newcomers
(<http://www.citizenship.gov.on.ca/english/about/b180506.htm>)

Policy/Program Memorandum No. 129

Date of Issue: July 6, 2001

Effective: Until revoked or modified

Subject: **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR): IMPLEMENTATION IN ONTARIO SECONDARY SCHOOLS**

Application: Directors of Education
Secretaries of School Authorities
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools
Principals of Inspected Private Schools
Principal of the Independent Learning Centre

INTRODUCTION

This memorandum provides direction to school boards¹ and schools concerning the implementation of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), section 6.6: Prior Learning Assessment and Recognition, for regular day school students² who are enrolled in Ontario secondary schools, including Provincial Schools, Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement Prior Learning Assessment and Recognition.

This memorandum does not apply to mature students.³ Mature students who return to secondary school before the beginning of the 2003–4 school year will continue to have their placement determined according to the requirements set out in *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989*, rev. ed. (OSIS), section 6.14: Equivalent Standing for Mature Students.

¹ Unless otherwise specified, the term *board(s)* in this memorandum refers to school boards, school authorities, Provincial and Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement PLAR.

² Regular day school students are students, other than mature students, who are enrolled in a regular day school program.

³ For purposes of determining further required credits for a diploma, a mature student is a student who is at least eighteen years of age (i.e., an adult) and who is returning to school to earn a diploma after being out of secondary school for at least one year.

THE PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The "equivalency" process is the process of assessing credentials from other jurisdictions.

All boards are responsible for developing and implementing PLAR policies and procedures that are consistent with provincial policy (OSS, sections 6.6 and 8.2).

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

In accordance with the *Education Act*, publicly funded boards will not charge students fees for undergoing the challenge or equivalency process. Subsection 32(1) of the act enables a person who is "qualified to be a resident pupil" of a board to attend school "without payment of a fee". Clause 170(1)(6) of the act requires boards to "provide instruction ... for the pupils who have a right to attend a school under the jurisdiction of the board".

This memorandum contains direction to boards and schools concerning both the challenge process and the equivalency process.

REQUIREMENTS FOR THE PLAR CHALLENGE PROCESS

Responsibilities of Boards

All publicly funded boards, as well as inspected private schools that choose to implement PLAR, must develop and implement policies and procedures related to the challenge process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). In accordance with the implementation schedule given in OSS, appendix 1, all publicly funded boards must implement

these policies and procedures for Grade 10 courses in the 2001–2 academic year, for Grade 11 courses in the 2002–3 academic year, and for Grade 12 courses in the 2003–4 academic year. Inspected private schools that choose to implement PLAR, however, may implement these policies and procedures in accordance with the times specified in this schedule or at any time following the times specified in this schedule.

Boards must also ensure that a clear statement is published in the school course calendars outlining when students can challenge for credit and what opportunities for challenge are available (OSS, section 5.3.1).

It should be noted that a board is not obliged to provide opportunities for students to challenge for credit for courses based on provincial curriculum policy documents that are not actually taught in schools operated by the board. Such a board may make arrangements with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the board.

Boards must use the forms entitled "PLAR Challenge for Credit: Cumulative Tracking Record" and "PLAR Challenge for Credit: Interim Tracking Record" provided in the appendix to this memorandum for recording student results. No changes of any kind may be made to these forms. (See also the section "Record Keeping" on page 6 of this memorandum.)

Boards may use the sample application form and the sample form for recording assessment that are provided in the appendix, or they may develop their own. Any forms developed by boards, however, must include, at a minimum, what is on the sample forms.

Boards will report to the ministry in the School September Reports the number of all challenges for credit that were completed – that is, all challenges for which students earned a final percentage grade, whether a passing or a failing grade. For semestered schools, this information will also be submitted in the School March Reports.

Responsibilities of School Principals

PLAR procedures will be carried out under the direction of the school principal,⁴ who grants credits.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that

students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course;

- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see the section "Record Keeping" on page 6 of this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

For the purposes of this memorandum, the principal of an inspected private school that chooses to implement PLAR is the person who has responsibility for the daily operation of the school.

⁴Principals will ensure that students who do not have suitable documentation owing to extraordinary circumstances (e.g., students who are refugees) will receive counselling concerning the gathering of evidence.

Principals of schools operated by publicly funded boards must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.

Policies Governing the Challenge Process

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents. (See OSS, section 6.6.)

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.⁵ (See OSS, section 6.6.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6, and in this memorandum, and to policies and procedures established by the board. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with appendix 4 and section 6.8.6.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

⁵The term *discipline* refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline

Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Students cannot be granted credits through the challenge process for any of the following courses:

- a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
- a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
- a transfer course
- a locally developed course
- a cooperative education course
- a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS
- a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

In publicly funded schools, students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

Assessment and Evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum

expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Record Keeping

Boards will ensure that a "PLAR Challenge for Credit: Cumulative Tracking Record" form is maintained and included in the student's OSR. This form is intended to track the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) should be attached to the original form.)

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

- *For challenges for credit for Grade 10, 11, or 12 courses:* The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the student's OST:

- *For challenges for credit for Grade 10 courses:* Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.
- *For challenges for credit for Grade 11 and 12 courses:* Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

REQUIREMENTS FOR THE PLAR EQUIVALENCY PROCESS

Responsibilities of Boards

Boards must develop and implement policies and procedures related to the equivalency process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). They must also ensure that information on the equivalency process is included in their school course calendars (OSS, section 5.3.1).

Responsibilities of School Principals

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS, appendix 8: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the principal's placement decision for students transferring to an Ontario secondary school from a non-inspected private school or a school outside Ontario, the adult

student or the parent may ask the appropriate supervisory officer to review the matter.

Principals will note that OSS diploma requirements apply to all students who do not have Ontario credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

Record Keeping

Principals will ensure that equivalency is recorded in accordance with *The Ontario Student Transcript (OST): Manual, 1999*.

Policy/Program Memoranda No. 132

Date of Issue:	May 7, 2003
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Subject:	PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR MATURE STUDENTS: IMPLEMENTATION IN ONTARIO SECONDARY SCHOOLS
Application:	Directors of Education Secretaries of School Authorities Principals of Secondary Schools Principals of Provincial and Demonstration Schools Principals of Inspected Private Schools Principal of the Independent Learning Centre

Introduction

This memorandum provides direction to school boards¹ and schools concerning the implementation of *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)*, section 6.6: Prior Learning Assessment and Recognition, for mature students² who are enrolled in Ontario secondary schools, including Provincial Schools, Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement Prior Learning Assessment and Recognition (PLAR).

Beginning on February 1, 2004, the new PLAR requirements set out in this memorandum will come into effect, and will apply to the following two groups of mature students:

1. mature students who are *new* to the Ontario secondary school system as of February 1, 2004, and who are working towards the Ontario Secondary School Diploma (OSSD) under OSS diploma requirements
2. mature students who were *enrolled as regular day school students* in the Ontario secondary school system, and were placed in Grade 9 in 1999–2000 or later, Grade 10 in 2000–2001 or later, Grade 11 in 2001–02 or later, or Grade 12 in 2002–03 or later; and who return to school as mature students on February 1, 2004, or later to work towards the OSSD under OSS diploma requirements

The following groups of mature students may be granted equivalent credits under *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989, rev. ed. (OSIS)*, section 6.14: Equivalent Standing for Mature Students:

3. mature students who were *enrolled previously* in the Ontario secondary school system, and were placed in Grade 9 before 1999–2000, Grade 10 before 2000–2001, Grade 11 before 2001–02, or Grade 12 before 2002–03; and who are working towards the OSSD under OSIS diploma requirements; OR mature students who were *enrolled previously* in

the Ontario secondary school system and who are working towards the Secondary School Graduation Diploma (SSGD) under *Circular H.S. 1, 1979–81*

4. mature students who were *new* to the Ontario secondary school system, and were *enrolled as mature students* in the Ontario secondary school system *before February 1, 2004*; who were placed in Grade 9 in 1999–2000 or later, Grade 10 in 2000–2001 or later, Grade 11 in 2001–02 or later, or Grade 12 in 2002–03 or later; and who are working towards the OSSD under OSS diploma requirements

Note: The principal is responsible for determining whether the mature student was previously enrolled in the Ontario secondary school system (under OSS, OSIS, or *Circular H.S. 1, 1979–81*) on the basis of written evidence of previous enrolment (e.g., an Ontario secondary school report card, an Ontario Student Transcript).

If, upon returning to the Ontario secondary school system, mature students in groups 3 and 4 *choose* to have their prior learning assessed and credits granted through the PLAR process under OSS, such students will be required to meet OSS diploma requirements. For details on diploma requirements, see OSS, OSIS, and **appendix 1** to this memorandum.

This memorandum sets out the PLAR process under OSS unless otherwise noted.

The prior learning assessment and recognition process

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students.

The "equivalency" process for mature students involves (1) individual assessment³ for the purpose of granting Grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

The "challenge" process for mature students is the process whereby students' prior learning is

assessed for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

From February 1, 2004, until the end of the 2003–04 school year, credits may be granted through the PLAR equivalency process to students working towards the OSSD under OSIS for specific Grade 12 courses and Ontario Academic Courses (OACs) selected from among the limited number of courses under OSIS that boards may offer. Until the end of the 2003–04 school year, credits may be granted through the PLAR challenge process to students working towards the OSSD under OSIS for such Grade 12 courses and OACs.

All boards are responsible for developing and implementing PLAR policies and procedures for mature students that are consistent with provincial policy (OSS, sections 6.6 and 8.2).

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

As stated in OSS, section 6.6, principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student through the equivalency process at the discretion of the principal, following individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials and/or other appropriate documentation for assessment through the equivalency process; or (3) they may take the course. Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the necessary courses at a secondary school, through correspondence, or through any of the alternative ways described in section 6.8 of OSS. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Boards, with the exception of inspected private schools that choose to implement PLAR, will not charge mature students fees for undergoing the challenge or equivalency process. Ontario Regulation 285 (Continuing Education) under the *Education Act* does not permit publicly funded school boards to charge fees for continuing education credit courses.

This memorandum contains direction to boards and schools concerning both the equivalency process and the challenge process.

Responsibilities of boards

All boards must develop and implement policies and procedures related to the challenge and equivalency processes that are consistent with provincial policy (OSS, sections 6.6 and 8.2). It should be noted that appendix 8 to OSS relates *only* to regular day school students. All boards must implement these policies and procedures for mature students beginning on February 1, 2004. Inspected private schools that choose to implement PLAR for mature students, however, may implement these policies and procedures on February 1, 2004, or at any time following February 1, 2004.

Boards must also ensure that a clear statement is published in the school course calendars outlining (1) when mature students may undergo individual assessment for the purpose of obtaining Grade 9 and 10 credits, (2) when they may present education and training credentials and/or other appropriate documentation for assessment through the equivalency process for the purpose of obtaining Grade 11 and 12 credits, (3) when they may challenge for credit for Grade 11 and 12 courses, and (4) what opportunities for challenge are available at schools under the jurisdiction of the board (OSS, section 5.3.1). Boards will determine the time frame for the completion of the challenge and equivalency processes for specific Grade 11 and 12 credit courses.

It should be noted that a board is not obliged to provide opportunities for mature students to challenge for credit for courses based on provincial curriculum policy documents that are not actually taught in schools operated by the board. Such a board may make arrangements with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the board.

For consistency across the province, boards must use the forms provided under "Required Forms" in **appendix 2** to this memorandum for recording results for mature students. No changes of any kind may be made to these forms. See also the section "**Record Keeping**" in this memorandum.

Boards may use the sample forms provided in **appendix 2** for applications and/or for recording assessment of challenge for credit for a course, or they may develop their own. Any forms developed by boards, however, must include, at a minimum, what is on the sample forms.

Boards will report to the ministry in the October Board Reports the types and extent of PLAR assessment services provided to mature students. Boards will also report the types and extent of PLAR assessment services delivered during the fiscal year on their ministry financial reporting forms (i.e., estimates, revised estimates, and financial statements). Boards will report the following:

- the number of mature students who received an individual assessment for up to 16 Grade 9 and 10 credits during the school year (one assessment per mature student per fiscal year *only*)
- the number of mature students who received an equivalency assessment for up to 10 Grade 11 and 12 credits during the school year (one assessment per mature student per fiscal year *only*)
- the number of completed challenges for credit for Grade 11 and 12 courses (up to 10 full-credit courses per student, or the equivalent in half-credit courses), whether successfully or unsuccessfully completed

Responsibilities of school principals

PLAR procedures for mature students will be carried out under the direction of the school principal⁴, who grants credits. The principal is responsible for the implementation of PLAR in accordance with section 6.6 of OSS and this memorandum. Principals should note that appendix 8: Equivalent Diploma Requirements in OSS applies only to regular day school students, not to mature students.

Principals will ensure that mature students who do not have appropriate documentation of prior learning owing to extraordinary circumstances (e.g., students who are refugees) will receive advice concerning the gathering and giving of evidence.

Equivalency Process

Grade 9 and 10 credits

The principal will:

- ensure that mature students are informed that they are responsible for initiating the process of individual assessment for the purpose of obtaining Grade 9 and 10 credits, and for satisfying all of the requirements;
- ensure that every prospective applicant is informed about the policies and procedures related to the individual assessment of mature students, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see under "**Record Keeping**" in this

memorandum);

- determine whether the student can be granted up to 16 Grade 9 and 10 credits, on the basis of transcripts indicating successful completion of two years of secondary school that are comparable to Ontario Grade 9 and 10;
- determine, in the absence of transcripts, the number of Grade 9 and 10 credits to be granted following an individual assessment;
- record any Grade 9 and 10 credits granted on the appropriate form (see "**Record Keeping**" and **appendix 2**).

Grade 11 and 12 credits

The principal will:

- ensure that mature students are informed that they are responsible for initiating the equivalency process for the purpose of obtaining Grade 11 and 12 credits, and for satisfying all of the requirements;
- ensure that every prospective applicant is informed about policies and procedures related to the equivalency process for mature students, including policies on and procedures for recording Grade 11 and 12 results in the OSR and on the OST (see under "**Record Keeping**" in this memorandum);
- ensure that every prospective applicant is provided with an application form for the equivalency process for mature students (see the form in **appendix 2** to this memorandum), as well as materials that indicate what is expected in the Grade 11 and 12 courses (i.e., the curriculum expectations) for which the student wishes to be granted credits;
- evaluate each application in consultation with the student and appropriate school staff (i.e., subject teachers) to determine whether the student should begin the equivalency process;
- determine whether there is a direct relationship between the credentials and/or other appropriate documentation presented by the student and the curriculum expectations for a specific Grade 11 or 12 course in one of the Ontario curriculum policy documents published in 2000 or later;
- determine whether equivalency should be granted for a specific full- or half-credit course;
- record any Grade 11 and 12 credits granted on the appropriate form (see "**Record Keeping**" and **appendix 2**).

Challenge Process

The principal will:

- ensure that mature students are informed that they are responsible for initiating the challenge process for the purpose of obtaining Grade 11 and 12 credits, and for satisfying all of the requirements;
- ensure that every prospective applicant is informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the OSR and on the OST (see under "**Record Keeping**" in this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in **appendix 2** to this memorandum), as well as materials that indicate what is expected in the Grade 11 and 12 courses (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student and appropriate school staff (i.e., subject teachers) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- determine whether the student should challenge for credit for a specific full- or half-credit course;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

Principals of schools operated by boards – with the exception of inspected private schools that choose to implement PLAR – must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.

Policies governing the equivalency process

Grade 9 and 10 Credits

As stated previously, up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment. These Grade 9 and 10 credits must meet the diploma requirements that would usually be met through successful completion of the Grade 9 and 10 program.

Each mature student who does not have transcripts indicating successful completion of the first two years of secondary school in the Ontario education system – or in an education

system outside Ontario or Canada that is comparable to the Ontario system – will be required to successfully complete an individual assessment before being granted any Grade 9 and 10 credits. This will consist of assessment in English, mathematics, science, and Canadian history and Canadian geography. The principal may grant up to 4 Grade 9 and 10 credits for demonstrated achievement in each of these 4 subject areas. If the principal grants fewer than 4 credits for any of these subject areas, he or she will determine how the student will obtain the remaining credits.

Each mature student who has evidence of *partial completion* of the first two years of secondary school in the Ontario education system – or in an education system outside Ontario or Canada that is comparable to the Ontario system – will be required to successfully complete an individual assessment in English, mathematics, science, and Canadian history and Canadian geography in order to earn the credits required to bring the total up to 16 Grade 9 and 10 credits.

The principal has the authority to defer assessment on Grade 9 and 10 Canadian geography and Canadian history until the student has had sufficient time to develop language skills at a Grade 11 or 12 level and, for students new to Canada, to become more familiar with Canadian culture. Before granting an OSSD, however, the principal will ensure that the student has successfully completed the assessment on Grade 9 and 10 Canadian geography and history.

The principal may grant, at his or her discretion, the Ontario Secondary School Certificate (OSSC) to a mature student following an individual assessment, if the student, in the principal's judgement, has met the requirements for the OSSC, as specified in OSS, section 3.3: The Ontario Secondary School Certificate. Note that, whereas the OSSC may only be granted to regular day school students who have met OSSC requirements *and* are leaving school before earning the OSSD, the OSSC may be granted to mature students who have met OSSC requirements and are also planning to earn the OSSD in the future.

Grade 11 and 12 Credits

It is recommended that principals delay assigning Grade 11 and 12 equivalent credits until mature students have met the PLAR requirement of taking and successfully completing 4 Grade 11 and 12 courses.

The following types of credentials and other documentation may be accepted for the purpose of determining whether to grant Grade 11 and 12 equivalent credits:

- formal transcripts issued by a recognized educational or training institution or a government ministry in Ontario or outside Ontario (e.g., a secondary school, a provincial college of applied arts and technology, a university, a ministry of education or training)
- Certificates of Apprenticeship and Certificates of Qualification for apprenticeships granted by or recognized by the Ontario Ministry of Training, Colleges and Universities
- other appropriate documentation of learning gained from other programs, courses, or work experiences

In all these cases, the principal is responsible for ensuring that equivalent credits are granted to mature students only if their transcripts or other documents show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.

Principals may grant half-credits to mature students through the equivalency process if the documented prior learning relates directly to the Ontario curriculum expectations for specific half-credit courses. See the policy on half-credit courses on pages 6 and 7 of *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. This policy on half-credit courses now also applies to courses that are part of adult education programs – i.e., half-credit courses may also be developed for mature students, in accordance with the existing policy.

Policies governing the challenge process

Grade 11 and 12 Credits

The challenge process is an evaluation process. It may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Mature students may challenge for credit for up to 10 Grade 11 and 12 courses in provincial curriculum policy documents. However, they may obtain no more than 10 Grade 11 and 12 credits through the challenge and equivalency processes combined. There is no maximum on the number of credits that may be obtained in any one discipline.⁵ (See OSS, section 6.6.)

Mature students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6, and in this memorandum, and with policies and procedures established by the board. In cases where a mature student disagrees with the decision of the principal about whether or not the student

should challenge for credit, the mature student may ask the appropriate supervisory officer to review the matter.

Mature students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4: Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with appendix 4 and section 6.8.6.

A mature student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Principals may grant half-credits to mature students who successfully challenge for credit for specific half-credit courses. See the policy on half-credit courses on pages 6 and 7 of *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. This policy on half-credit courses now applies to courses that are part of adult education programs – i.e., half-credit courses may also be developed for mature students, in accordance with the existing policy.

A student cannot be granted credits through the challenge process for any of the following courses:

- a course previously failed
- a course for which the student has already earned a credit but for which he or she wishes to improve the mark
- a course in any subject if a credit has already been granted for a course in that subject in a later grade
- a course for which there is significant overlap with a course for which credit has been granted
- a transfer course
- a locally developed course
- a cooperative education course

a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS

a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

the Ontario Secondary School Literacy Course

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

Mature students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

Assessment and evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Record keeping

Boards will ensure that the appropriate PLAR "Cumulative Tracking Record" forms for mature students, which are provided in **appendix 2**, are maintained and included in the student's OSR. These forms are intended to track the number of credits that a mature student has obtained through the equivalency and challenge processes and the disciplines in which these credits have been obtained, as well as failures and withdrawals.

PLAR "Interim Tracking Record" forms for mature students, which are also provided in **appendix 2**, will be maintained for credits obtained through the equivalency and challenge processes in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" forms to communicate the student's results to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's results in the equivalency process or attempts to challenge for credit, the additional form(s) should be attached to the original form.)

Equivalency Process

Grade 9 and 10 credits

Principals will ensure that the results of a mature student's individual assessment are recorded on the "Cumulative Tracking Record" form and, if required, on the "Interim Tracking Record" form for Grade 9 and 10 credits. Up to 4 credits for each of English, mathematics, science, and Canadian history and Canadian geography will be entered on the appropriate form.

Entries on the student's OST must be made in accordance with *The Ontario Student Transcript (OST): Manual, 1999*. The following information must be entered on the OST:

the equivalent credits granted for Grades 9 and 10, entered as *one total*

the notation "Equivalent Credits" in the "Course Title" column, and the code "PLE" in the "Course Code" column

the total number of equivalent credits (up to 16) in the "Credit" column

the total number of compulsory credits granted as equivalent credits (up to 14 compulsory credits for mature students working under OSS diploma requirements)

Grade 11 and 12 credits

Principals will ensure that equivalent credits for mature students are recorded on the "Cumulative Tracking Record" form and, if required, on the "Interim Tracking Record" form for Grade 11 and 12 credits. The appropriate value for individual credits granted or earned must be entered on the tracking record forms.

Entries on the student's OST must be made in accordance with *The Ontario Student Transcript (OST): Manual, 1999*. Beginning February 1, 2004, the following information must be entered on a mature student's OST, in accordance with Procedure 2 in the OST manual:

- the appropriate course codes for equivalent credits granted for all Grade 11 and 12 courses through the equivalency process

- the code "EQV" in the "Percentage Grade" column

- the appropriate value for individual credits granted or earned in the "Credit" column

- an "X" in the "Compulsory" column for each compulsory credit granted

The only mature students to whom these new PLAR requirements do not apply are students in **groups 3 and 4**. Principals will follow Procedure 1 in *The Ontario Student Transcript (OST): Manual, 1999* for recording equivalent credits granted to these students. However, if any of these students choose to have their prior learning assessed and credits granted through the PLAR process under OSS and therefore to meet the requirements for the OSSD under OSS, records for these students must be kept in accordance with the new PLAR requirements described above and outlined in *The Ontario Student Transcript (OST): Manual, 1999* as Procedure 2.

Challenge Process

Principals will ensure that the following entries are made on a mature student's "Cumulative Tracking Record" form and "Interim Tracking Record" form, as applicable:

- For challenges for credit for Grade 11 or 12 courses, the student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the mature student's OST:

- For challenges for credit for Grade 11 and 12 courses, passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process. See *The Ontario Student Transcript (OST): Manual, 1999*, pages 12 and 13, for additional information.

Appendix 1: Diploma requirements for mature students

Mature students in Ontario secondary schools will continue to work towards their diploma in accordance with the requirements in effect when they first enrolled in the Ontario secondary school system. Students may work towards the following diplomas:

OSSD under OSS, for students who entered the Ontario secondary school system and were placed in Grade 9 in 1999–2000 or later, Grade 10 in 2000–2001 or later, Grade 11 in 2001–02 or later, or Grade 12 in 2002–03 or later

OSSD under OSIS, for students who entered the Ontario secondary school system and were placed in Grade 9 before 1999–2000, Grade 10 before 2000–2001, Grade 11 before 2001–02, or Grade 12 before 2002–03

SSGD under *Circular H.S. 1*, 1979–81 for students who entered an Ontario secondary school program before September 1, 1984

If, however, upon returning to the Ontario secondary school system, mature students in **groups 3 and 4** choose to have their prior learning assessed and credits granted through the PLAR process under OSS, such students will be required to meet OSS diploma requirements.

OSSD Under OSS Diploma Requirements

Note that appendix 8: Equivalent Diploma Requirements in OSS applies only to regular day school students. The requirements for mature students are outlined in OSS in section 6.6.

If a mature student who is working towards the OSSD under OSS diploma requirements has not already successfully completed each of the 4 Grade 11 and 12 compulsory credit requirements, he or she is required to complete each of these diploma requirements, as follows.

English, Grade 11 and 12

To obtain a Grade 11 credit in English that meets the compulsory credit requirement, a mature student must successfully complete English, Grade 11, College Preparation (ENG3C) or English, Grade 11, Workplace Preparation (ENG3E) or English, Grade 11, University Preparation (ENG3U); or challenge for credit for one of the above Grade 11 English courses successfully; or provide a formal transcript so that the principal can determine whether an equivalent credit can be granted for one of these three Grade 11 English courses. No substitution is permitted.

To obtain a Grade 12 credit in English that meets the compulsory credit requirement, a mature student must successfully complete English, Grade 12, College Preparation (ENG4C) or English, Grade 12, Workplace Preparation (ENG4E) or English, Grade 12, University Preparation (ENG4U). *The student must take the course.* No substitution is permitted.

Note: If a mature student takes and successfully completes ESL 4 or 5 to meet one English compulsory credit requirement, he or she must also successfully complete one of the Grade 11 or 12 English courses listed above. *The student must take the Grade 11 or 12 English course.* No substitution is permitted.

Mathematics, Grade 11 or 12

To obtain a Grade 11 or 12 credit in mathematics that meets the compulsory credit requirement, a mature student must successfully complete the course, challenge successfully for credit for the course, or provide a formal transcript so that the principal can determine whether an equivalent credit can be granted for the course.

Note: Instead of taking the Grade 11 or 12 mathematics course, a mature student may ask to be allowed to substitute any Grade 9, 10, 11, or 12 course that is from one of the Ontario curriculum policy documents published in 1999 or later and that meets a compulsory credit requirement for the OSSD.

Science, Grade 11 or 12, OR Technological Education, Grade 9, 10, 11, or 12

To obtain a Grade 11 or 12 credit in science or a Grade 9, 10, 11, or 12 credit in technological education that meets the compulsory credit requirement, a mature student must (1) successfully complete the course, (2) challenge successfully for credit for the course, or (3) provide a formal transcript so that the principal can determine whether an equivalent credit can be granted for a Grade 11 or 12 science course *or* for a technological education course in Grade 9, 10, 11, or 12 that is in one of the Ontario curriculum policy documents published in 1999 or later and that meets a compulsory credit requirement for the OSSD.

Note: Instead of taking the science or technology education course, a mature student may ask to be allowed to substitute any Grade 9, 10, 11, or 12 course that is from one of the Ontario curriculum policy documents published in 1999 or later and that meets a compulsory credit requirement for the OSSD.

Ontario Secondary School Literacy Test

Mature students working towards the OSSD under OSS diploma requirements must also satisfy the diploma requirement with regard to successful completion of the Ontario Secondary School Literacy Test. A mature student who has failed the Ontario Secondary School Literacy Test and has had two opportunities to take the test may take the Ontario Secondary School Literacy Course. If the student successfully completes the Ontario Secondary School Literacy Course, he or she will have met the diploma requirement for successful completion of the Ontario Secondary School Literacy Test.

Community Involvement Activities

Principals will determine the number of hours of community involvement activities that a mature student who is working towards the OSSD under OSS diploma requirements will have to complete.

OSSD Under OSIS Diploma Requirements

Principals will continue to determine which compulsory credit requirements (if any) must still be completed by a mature student to earn the OSSD under OSIS diploma requirements. The principal will refer to OSIS, sections 4.10 and 6.14, and use appendix D of OSIS at his or her discretion, provided that the requirements outlined in appendix D have been met.

Secondary School Graduation Diploma (SSGD)

A mature student who entered an Ontario secondary school program before September 1, 1984, will continue to work towards the SSGD. The process for assessing equivalent credit allowances and granting credits that is described in OSIS will apply to mature students working towards the SSGD.

Chart 1

This chart shows which diploma requirements apply to mature students – that is, requirements given in OSS, OSIS, and *Circular H.S. 1*, 1979–81.

Diploma requirements for mature students		
OSS	OSIS	<i>Circular H.S. 1</i>
<p>OSS diploma requirements apply to mature students who were enrolled for the first time in an Ontario secondary school program and placed in:</p> <p>Grade 9 in 1999–2000 or later</p> <p>Grade 10 in 2000–2001 or later</p> <p>Grade 11 in 2001–02 or later</p> <p>Grade 12 in 2002–03 or later</p>	<p>OSIS diploma requirements apply to mature students who were enrolled in an Ontario secondary school program and placed in:</p> <p>Grade 9 before 1999–2000</p> <p>Grade 10 before 2000–2001</p> <p>Grade 11 before 2001–02</p> <p>Grade 12 before 2002–03</p>	<p>Diploma requirements in <i>Circular H.S. 1</i> for the SSGD apply to mature students who were enrolled in an Ontario secondary school program before September 1, 1984.</p>

Adobe Acrobat (PDF) version of Chart 1. (PDF, 26 K)

Chart 2

This chart shows which assessment process – PLAR under OSS or "equivalent standing" under OSIS – must be used for each of the four groups of mature students described in the **introduction section** of this memorandum.

Assessment processes for mature students	
PLAR Process Under OSS	Process Under OSIS
<p>Group 1 students</p> <p>OSS section 6.6: Prior Learning Assessment and Recognition policy and OSS diploma requirements apply to mature students who enrolled for the first time in the Ontario secondary school system and who were placed in Grade 9, 10, 11, or 12 on or after February 1, 2004.</p>	<p>Group 3 students</p> <p>OSIS section 6.14: Equivalent Standing for Mature Students policy and OSIS diploma requirements apply to mature students who were enrolled previously in the Ontario secondary school system and who were placed in:</p> <p style="padding-left: 40px;">Grade 9 before 1999–2000</p> <p style="padding-left: 40px;">Grade 10 before 2000–2001</p> <p style="padding-left: 40px;">Grade 11 before 2001–02</p> <p style="padding-left: 40px;">Grade 12 before 2002–03</p> <p>OSIS section 6.14: Equivalent Standing for Mature Students policy and SSGD requirements under <i>Circular H.S. 1, 1979–81</i> apply to mature students who were enrolled in the Ontario secondary school system before September 1, 1984.</p>

<p>Group 2 students</p> <p>OSS section 6.6: Prior Learning Assessment and Recognition policy and OSS diploma requirements apply to mature students who were enrolled as regular day school students in the Ontario secondary school system and who were placed in:</p> <ul style="list-style-type: none"> Grade 9 in 1999–2000 or later Grade 10 in 2000–2001 or later Grade 11 in 2001–02 or later Grade 12 in 2002–03 or later <p>OSS PLAR policy applies to those in this group who return to the Ontario secondary school system as mature students on or after February 1, 2004.</p>	<p>Group 4 students</p> <p>OSIS section 6.14: Equivalent Standing for Mature Students policy and OSS diploma requirements apply to mature students who were new to the Ontario secondary school system and who were enrolled as mature students in the Ontario secondary school system before February 1, 2004, and who were placed in:</p> <ul style="list-style-type: none"> Grade 9 in 1999–2000 or later Grade 10 in 2000–2001 or later Grade 11 in 2001–02 or later Grade 12 in 2002–03 or later <p><i>Note:</i> Mature students to whom the OSIS process applies may choose to have their prior learning assessed and credits granted according to OSS PLAR requirements. Such students will be required to meet OSS diploma requirements.</p> <p>Adobe Acrobat (PDF) version of Chart 2. (PDF, 33 KB)</p>
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Appendix 2: PLAR forms for mature students

The forms listed below are provided as Adobe Acrobat files.

Required Forms

PLAR for Mature Students – **Individual Assessment for Grade 9 and 10 Credits: Cumulative Tracking Record** (PDF, 24 KB)

PLAR for Mature Students – **Individual Assessment for Grade 9 and 10 Credits: Interim Tracking Record** (PDF, 24 KB)

PLAR for Mature Students – **Challenge Process for Grade 11 and 12 Credits: Cumulative Tracking Record** (PDF, 23 KB)

PLAR for Mature Students – **Challenge Process for Grade 11 and 12 Credits: Interim Tracking Record** (PDF, 23 KB)

PLAR for Mature Students – **Equivalency Process for Grade 11 and 12 Credits: Cumulative Tracking Record** (PDF, 24 KB)

PLAR for Mature Students – **Equivalency Process for Grade 11 and 12 Credits: Interim Tracking Record** (PDF, 24 KB)

Sample Forms

PLAR for Mature Students: Application to **Challenge for Credit for a Course** (PDF, 28 KB)

PLAR for Mature Students: Application for **Assessment for Grade 11 and 12 Credits Through the Equivalency Process** (PDF, 28 KB)

PLAR for Mature Students: Record of **Assessment of Challenge for Credit for a Course** (PDF, 32 KB)

¹Unless otherwise specified, the term *board(s)* in this memorandum refers to district school boards, school authorities, Provincial and Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement PLAR

²A mature student is a student who is at least eighteen years of age (i.e., an adult) on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD.

³An individual assessment includes all assessment activities related to the granting of up to 16 Grade 9 and 10 credits to any one mature student in any one school year.

⁴For the purposes of this memorandum, the principal of an inspected private school that chooses to implement PLAR is the person who has responsibility for the daily operation of the school.

⁵The term *discipline* refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline.

Provincial Total of Prior Learning Assessment and Recognition (PLAR) for Mature Students, assessments reported during the 2004-2005 school year (Preliminary Data)

Number of mature students who received an individual assessment for up to 16 Grade 9 and 10 credits		Number of mature students who received an equivalency assessment for up to 10 Grade 11 and 12 credits	Number of mature students who completed a challenge for credit process for up to 10 Grade 11 and 12 credits, either successfully or unsuccessfully	Number of mature students who earned their secondary school diploma by completing:		
With Testing	Without Testing			OSS diploma	OSIS diploma	SSGD diploma
671	897	599	5	644	1,277	233

Source: As reported by schools in the School October Report, 2005-2006, Prior Learning Assessment and Recognition (PLAR).

Data include public and Roman Catholic schools.

Data exclude private schools and publicly funded hospital and provincial schools, care, treatment and correctional facilities.

Provincial Total of Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students, challenges completed during the 2003-2004 school year

Board No	Board Name	School No	School Name	Course Name	Common Course Code	Successful Challenges Grade 10		Unsuccessful Challenges Grade 10		Successful Challenges Grade 11		Unsuccessful Challenges Grade 11		Successful Challenges Grade 12		Unsuccessful Challenges Grade 12	
						Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
B67202	Algonquin and Lakeshore CDSB	841358	St Paul Catholic Secondary School	Spanish	LWSBD	0	1	0	0	0	0	0	0	0	0	0	0
B66010	Avon Maitland DSB	923095	Listowel District Secondary School	German	LWGDU	0	0	0	0	0	0	0	0	0	1	0	0
B66001	Bluewater DSB	919454	Kincardine District Secondary School	German	LWGBD	0	0	0	0	0	0	0	0	0	1	0	0
B67172	CDSB of Eastern Ontario	806277	St Joseph's Secondary School	Vie active et santé (garçons)	PPM2O	1	0	0	0	0	0	0	0	0	0	0	0
B67172	CDSB of Eastern Ontario	832480	St Michael High School	Computer and Information Science	ICS3M	0	0	0	0	1	0	0	0	0	0	0	0
B67326	CSDC de l'Est ontarien	725684	École secondaire catholique La Citadelle	Thai	LPTBO	0	0	0	0	0	0	0	0	0	1	0	0
B66150	DSB Niagara	910740	Fort Erie Secondary School	Healthy Active Living Education	PPL4O	0	0	0	0	0	0	0	0	0	0	1	0
B66060	Durham DSB	905674	Dunbarton High School	American History	CHA3U	0	0	0	0	0	1	0	0	0	0	0	0
B66060	Durham DSB	932329	O'Neill Collegiate and Vocational Institute	Dance	ATC3M	0	0	0	0	0	0	0	0	0	0	0	1
B66060	Durham DSB	948969	Uxbridge Secondary School	Principles of Mathematics	MPM2D	1	0	0	0	0	0	0	0	0	0	0	0
B66168	Grand Erie DSB	899046	Cayuga Secondary School	Computer and Information Science	TIK2O	1	0	0	0	0	0	0	0	0	0	0	0
B66168	Grand Erie DSB	930245	North Park Collegiate and Vocational School	Dance	ATC2O	0	1	0	0	0	0	0	0	0	0	0	0
B66168	Grand Erie DSB	935964	Port Dover Composite School	Dance	ATC3O	0	0	0	0	0	1	0	0	0	0	0	0
B67113	Halton CDSB	704300	Holy Trinity Catholic Secondary School	Spanish	LWSAD	0	0	0	0	1	0	0	0	0	0	0	0
B66133	Halton DSB	928160	Nelson High School	Healthy Active Living Education	PPL2O	1	2	0	0	0	0	0	0	0	0	0	0
B66133	Halton DSB	937665	Robert Bateman High School	Principles of Mathematics	MPM2D	0	1	0	0	0	0	0	0	0	0	0	0
B67121	Hamilton-Wentworth CDSB	800430	St Jean de Brebeuf Secondary School	Healthy Active Living Education	PPL2O	0	1	0	0	0	0	0	0	0	0	0	0
B66079	Kawartha Pine Ridge DSB	906719	East Northumberland Secondary School	Core French	FSF2D	0	1	0	0	0	0	0	0	0	0	0	0
B66206	Limestone DSB	924130	Loyalist Collegiate and Vocational Institute	Core French	FSF2D	0	8	0	0	0	0	0	0	0	0	0	0
B67180	Ottawa-Carleton CDSB	724777	All Saints Catholic High School	Dance	ATC1O	0	2	0	0	0	0	0	0	0	0	0	0
B67180	Ottawa-Carleton CDSB	724742	Holy Trinity Catholic High School	Dance	ATC4M	0	0	0	0	0	0	0	0	0	1	0	0
B67180	Ottawa-Carleton CDSB	764914	St Joseph High School	Aquatics	PAQ2O	0	1	0	0	0	0	0	0	0	0	0	0
B66184	Ottawa-Carleton DSB	922960	Lisgar Collegiate Institute	Visual Arts	AVI3O	0	0	0	0	0	0	0	0	0	1	0	0
B66184	Ottawa-Carleton DSB	928291	Nepean High School	Spanish	LWSCU	0	0	0	0	1	2	0	0	0	0	0	0
B66109	Simcoe County DSB	907383	Eastview Secondary School	Computer and Information Science	ICS4M	0	0	0	0	0	0	0	0	0	0	1	0
B66109	Simcoe County DSB	918253	Innisdale Secondary School	Functions	MCF3M	0	0	0	0	0	1	0	0	0	0	0	0
B67091	Simcoe Muskoka CDSB	813389	St Joseph's Separate School	Principles of Mathematics	MPM2D	1	0	0	0	0	0	0	0	0	0	0	0
B67040	St Clair CDSB	864366	Ursuline College (The Pines) Catholic Secondary School	Science	SNC2D	0	1	0	0	0	0	0	0	0	0	0	0
B66044	Thames Valley DSB	914908	H B Beal Secondary School	Core French	FSF3U	0	0	0	0	0	1	0	0	0	0	0	0
B66044	Thames Valley DSB	931411	Norwich District High School	Guitar Music	AMG2O	0	0	0	0	1	0	0	0	0	0	0	0
B66044	Thames Valley DSB	942162	Sir Wilfrid Laurier Secondary School	Principles of Mathematics	MPM2D	0	0	0	0	0	0	0	0	0	1	0	0
B66044	Thames Valley DSB	952346	Westminster Secondary School	German	LWGDU	0	0	0	0	0	0	0	0	0	1	0	0
B67059	Toronto CDSB	690961	Brebeuf College School	Principles of Mathematics	MPM2D	4	0	0	0	0	0	0	0	0	0	0	0
B67059	Toronto CDSB	734080	Neil McNeil High School	German	LWGCU	0	0	1	0	0	0	0	0	0	0	0	0
B67059	Toronto CDSB	776360	St Basil The Great College	Core French	FSF2D	0	1	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	899178	Cedarbrae Collegiate Institute	Dance	ATC2O	0	1	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	904112	Don Mills Collegiate Institute	Mandarin	LKMDU	0	0	0	0	0	0	0	0	1	0	0	0
B66052	Toronto DSB	906450	Earl Haig	Mandarin	LKMBD	1	0	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	909602	Etobicoke School of the Arts	Healthy Active Living Education	PPL2O	0	1	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	917630	Humberside	Spanish	LWSBD	0	1	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	925136	Martingrove	Functions and Relations	MCR3U	0	0	0	0	0	1	0	0	0	0	0	0
B66052	Toronto DSB	930768	Northern Secondary School	Japanese	LKJBD	1	0	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	935476	Pleasant View Junior High School	Core French	FSF2D	1	0	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	951560	West Hill	Russian	LRZBD	0	1	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	951560	West Hill	Visual Arts	AVI2O	0	1	0	0	0	0	0	0	0	0	0	0
B66052	Toronto DSB	950130	William Lyon Mackenzie Collegiate Institute	Japanese	LKJBD	1	0	0	0	0	0	0	0	0	0	0	0
B66087	Trillium Lakelands DSB	890170	Trillium Lakelands Adult Education and T	English	ENG2D	0	1	0	0	0	0	0	0	0	0	0	0
B66087	Trillium Lakelands DSB	890170	Trillium Lakelands Adult Education and T	German	LWGBD	0	0	0	0	0	0	0	1	0	0	0	0
B66117	Upper Grand DSB	918679	John F Ross Collegiate and Vocational Institute	Music - Vocal/Choral	AMV4M	0	0	0	0	0	0	0	0	0	1	0	0
B66117	Upper Grand DSB	932450	Orangeville District Secondary School	Advanced functions and Introductory Calculus	MCB4U	0	0	0	0	0	0	1	0	0	0	0	0
B66117	Upper Grand DSB	932450	Orangeville District Secondary School	Healthy Active Living Education	PPL2O	0	1	0	0	0	0	0	0	0	0	0	0

Board No	Board Name	School No	School Name	Course Name	Common Course Code	Successful Challenges Grade 10		Unsuccessful Challenges Grade 10		Successful Challenges Grade 11		Unsuccessful Challenges Grade 11		Successful Challenges Grade 12		Unsuccessful Challenges Grade 12	
						Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
B67148	Waterloo CDSB	732320	Monsignor Doyle Catholic Secondary School	Core French	FSF2D	1	0	0	0	0	0	0	0	0	0	0	0
B67148	Waterloo CDSB	753009	Resurrection Catholic Secondary School	English	ENG2D	0	1	0	0	0	0	0	0	0	0	0	0
B67148	Waterloo CDSB	832103	St Mary's High School	Spanish	LWSCU	0	0	0	0	0	1	0	0	0	0	0	0
B67148	Waterloo CDSB	832103	St Mary's High School	Core French	FSF3U	0	0	0	0	0	1	0	0	0	0	0	0
B67148	Waterloo CDSB	832103	St Mary's High School	Core French	FSF2D	0	1	0	0	0	0	0	0	0	0	0	0
B66176	Waterloo Region DSB	911399	Galt Collegiate and Vocational Institute	Dance	ATC3M	0	0	0	0	0	1	0	0	0	0	0	0
B66176	Waterloo Region DSB	914070	Grand River Collegiate Institute	Personal and Fitness Activities	PAF2O	0	1	0	0	0	0	0	0	0	0	0	0
B66176	Waterloo Region DSB	943894	Southwood Secondary School	Dance	ATC3M	0	0	0	0	0	3	0	0	0	0	0	0
B66176	Waterloo Region DSB	943894	Southwood Secondary School	Dance	ATC4M	0	0	0	0	0	0	0	0	0	2	0	0
B67075	York CDSB	691356	Br André Catholic High School	Dance	ATC2O	0	2	0	0	0	0	0	0	0	0	0	0
B67075	York CDSB	765708	St Augustine Catholic High School	Core French	FSF3U	0	0	0	0	1	0	0	0	0	0	0	0
B67075	York CDSB	788112	St Elizabeth Catholic High School	Healthy Active Living Education	PPL2O	0	1	0	0	0	0	0	0	0	0	0	0
B66095	York Region DSB	917893	Huron Heights Secondary School	Core French	FSF2D	1	2	0	0	0	0	0	0	0	0	0	0
B66095	York Region DSB	921661	Langstaff Secondary School	French Immersion	FIF2D	2	1	0	0	0	0	0	0	0	0	0	0
B66095	York Region DSB	924911	Markham District High School	Functions and Relations	MCR3U	0	0	0	0	0	1	0	0	0	0	0	0
B66095	York Region DSB	894672	Pierre Elliott Trudeau High School	French Immersion	FIF2D	0	1	0	1	0	0	0	0	0	0	0	0
B66095	York Region DSB	942340	Sir William Mulock Secondary School	Core French	FSF2D	1	0	0	0	0	0	0	0	0	0	0	0
B66095	York Region DSB	949140	Unionville High School	Core French	FSF2D	0	1	0	0	0	0	0	0	0	0	0	0
B66095	York Region DSB	949230	Vaughan Secondary School	Spanish	LWSBD	0	0	0	0	0	0	0	0	0	1	0	0
B66095	York Region DSB	949230	Vaughan Secondary School	Core French	FSF3U	0	0	0	0	0	1	0	0	0	0	0	0
TOTAL						18	38	1	1	5	15	1	1	1	11	2	1

Source: As reported by schools in the School October Report, 2004-2005, Prior Learning Assessment and Recognition (PLAR).

Data include public and Roman Catholic schools.

Data exclude private schools and publicly funded hospital and provincial schools, care, treatment and correctional facilities.