PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) POLICY

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POLICY STATEMENT:

Conestoga recognizes prior learning of skills, knowledge or competencies that have been acquired through employment, education (informal/ formal), non-formal learning or other life experiences. Prior learning must be measured to meet the required course outcomes and grading standards.

- The maximum credit allowed through transfer of credits and credits obtained through Prior Learning Assessment and Recognition (PLAR) for certificate and diploma programs is 75% of the program credits. Therefore, at least 25% of the program credits must be taken under the direct supervision of Conestoga faculty.
- The passing grade for a PLAR assessment will be consistent with the course passing grade.
- PLAR assessments are consistent with and appropriate to course learning outcomes, program vocational learning outcomes, and essential employability skills and reflect the meaningful acquisition of the required skills and knowledge.
- Credits obtained through PLAR do not guarantee admission into a program.
- Course outlines will clearly state whether the course is PLAR Eligible.
- Students will remain registered in classes for which they are attempting a PLAR assessment until they receive final confirmation of the assessment grade.
- Degree programs are required to follow the Postsecondary Education Quality Assessment Board (PEQAB) Standards.
- Programs associated with articulation agreements and pathways, professional accreditation bodies may have restrictions that limit their ability to recognize PLAR in meeting their requirements.

SCOPE:

This policy applies to candidates who wish to earn academic credit for a course in acknowledgement of significant life and work experience. PLAR is not to be used by registered Conestoga students for the clearance of academic deficiencies and/or to improve grades.

Students must be at least 19 years of age or have an Ontario Secondary School Diploma (or equivalent) to be eligible to apply for PLAR.

DEFINITIONS:

Credential

Awarded upon completion of a program of study as set out by the Ministry of Colleges and Universities. Approved credentials are as follows:

- Certificate
- Ontario College Certificate
- Ontario College Diploma
- Ontario College Advanced Diploma
- Ontario College Graduate Certificate
- Baccalaureate Degree

Formal Education

Structured, intentional and achieved through credit-based programs/courses.

Informal Education

Intentional and gained through participation in non-credit courses, work-place-based training, seminars and/or workshops

Non-formal Learning

Knowledge and/or skills gained through self-directed study, voluntary work, travel and other learning experiences.

Work & Life Experience

The prior learning of skills, knowledge or competencies acquired through employment, education (informal/ formal), non-formal learning or other life experiences.

Post-Secondary Education Quality Assurance Board (PEQAB)

The Postsecondary Education Quality Assessment Board is an arms-length advisory agency that makes recommendations to the Minister of Training, Colleges and Universities of Ontario on applications for ministerial consent under the terms of the Post- secondary Education Choice and Excellence Act, 2000.

Program

A series of courses, grouped together in some identifiable manner, designed to achieve identified learning outcomes, and approved by the Board of Governors and/or external bodies.

REFERENCES:

CAPLA Guidelines (Canadian Association of Prior Learning Assessment), http://capla.ca/
Ministry of Training, Colleges and Universities, Framework for Programs of Instruction

Admission Decision Dispute Resolution and Appeal Procedure – Post Secondary
Admission Policy - Post Secondary
Clearance of Academic Deficiency Procedure
Prior Learning Assessment and Recognition Procedure
Prior Learning and Assessment Recognition Registration Form

REVISION LOG:

February 17, 2012	Policy and Procedure Committee
February 29, 2012	Academic Coordinating Committee
June 27, 2012	Policy and Procedure Committee
July 2012	Review and Revised
September 2014	Academic Forum
November 10, 2014	Policy and Procedure Committee
November 19, 2014	Academic Coordinating Committee
October 22, 2019	Policy and Procedure Committee
November 15, 2019	Academic Forum
August 25, 2021	Academic Forum