

# RECOGNITION OF MILITARY EDUCATION AND TRAINING

within the Ontario Postsecondary System



NOVEMBER 2025

# RECOGNITION OF MILITARY EDUCATION AND TRAINING

within the Ontario Postsecondary System



Ontario Council on Articulation and Transfer (ONCAT)  
Conseil Ontarien pour l'articulation et le transfert (CATON)  
180 Dundas St W, Suite 1902  
Toronto, ON M5G 1Z8  
[oncat.ca](https://oncat.ca)

## Authors

**Donald Moore, Ed.D. (c), M.Ed.**  
*Portage College*

**Suzette Brémault-Phillips, Ph.D., OT**  
*University of Alberta*

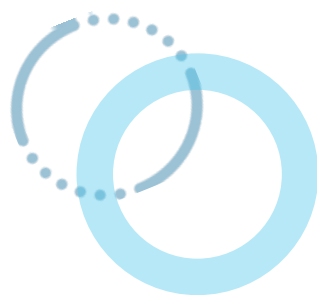
## Acknowledgements

This report draws on work conducted through the Canadian Military, Veteran and Family Connected Campus Consortium (CMVF3C) and is informed by the research contributions of Portage College, the University of Alberta, Ontario Council on Articulation and Transfer (ONCAT), Alberta Council on Admissions and Transfer (ACAT) and associated institutional partners. We also acknowledge the contributions of military-connected learners and families whose voices guide and inspire this ongoing work. The authors are grateful to the ONCAT for the funding and support that has made this research possible.

## Suggested Citation

Moore, D., Brémault-Phillips, S. (2025). *Recognition of Military Education and Training within the Ontario Postsecondary System*. Ontario Council on Articulation and Transfer (ONCAT). [https://oncat.ca/assets/oncat/documents/projects/research-project-attachments/ONCAT\\_RecognitionOfMilitaryEducationAndTraining\\_2025.pdf](https://oncat.ca/assets/oncat/documents/projects/research-project-attachments/ONCAT_RecognitionOfMilitaryEducationAndTraining_2025.pdf)

Funding to support this report was provided by ONCAT (Ontario Council on Articulation and Transfer). The opinions, findings, conclusions, and recommendations expressed are those of the authors and do not necessarily reflect the views of ONCAT or the Government of Ontario.



## Table of Contents

|  |           |
|--|-----------|
| <b>Executive Summary</b>   | <b>iv</b> |
| <b>Introduction</b>  | <b>1</b>  |
| <b>Study Design</b>  | <b>3</b>  |
| <b>Data Collection</b>   | <b>5</b>  |
| <b>Data Analysis</b>   | <b>7</b>  |
| <b>Key Findings</b>  | <b>8</b>  |
| 1. Access to credit recognition: To what extent do postsecondary institutions in Ontario provide credit recognition for military education and training?         | 8         |
| 2. Access to information: How publicly available and accessible is information related to military education and training recognition pathways?                  | 9         |
| 3. Credit assessment and provision: Where applicable, how do institutions engaging with military education and training recognition assess and provide credits?  | 11        |
| 4. Current and best practices: What are current and best practices for Canadian Armed Forces (CAF) training recognition within the Ontario postsecondary system? | 13        |
| <b>Implications and Recommendations: Postsecondary Recognition of Military Learning within Ontario</b>   | <b>16</b> |
| <b>References</b>  | <b>19</b> |
| <b>Appendix A</b>  | <b>22</b> |
| <b>Appendix B</b>  | <b>23</b> |
| <b>Appendix C</b>  | <b>24</b> |



## List of Figures

|   |    |
|---|----|
| Figure 1: Stages of Implementation . . . . .  | 3  |
| Figure 2: Socio-Ecological Model . . . . .  | 4  |
| Figure 3: Military Education and Training (MET) Recognition . . . . .                                 | 8  |
| Figure 4: How Publicly Available are MET Recognition Pathways: Universities . . . . .                 | 9  |
| Figure 5: How Publicly Available are MET Recognition Pathways:<br>Colleges and Polytechnics . . . . . | 10 |
| Figure 6: MET Recognition Pathways . . . . .  | 12 |



## List of Tables

|  |    |
|--|----|
| Table 1: MET Recognition in the Skilled Trades . . . . . | 11 |
|--|----|

## Executive Summary

Over 10,000 members of the Canadian Armed Forces (CAF) transition to civilian life annually, often encountering barriers to employment and further education. Despite possessing extensive training and experiences, many military-connected learners struggle to have their technical, leadership, and organizational skills and competencies formally acknowledged or translated into civilian credentials. This persistent disconnect between military training and civilian credentialing continues to limit access to postsecondary programs and career opportunities.

The development of structured mechanisms for the recognition of Military Education and Training (MET) within Canada's postsecondary education system has garnered increasing attention. In particular, colleges and polytechnic institutions have demonstrated potential in supporting military-connected learners through short-term, skills-based programs that align with workforce demands while acknowledging existing expertise.

This report synthesizes national and provincial research to understand current practices, barriers, and strategies for improved recognition of military learning at postsecondary institutions, ultimately informing policy development and fostering systemic change across Canada's education and employment landscapes.

### Key findings about the nature of MET recognition within the Ontario postsecondary system include:

#### 1. Over half of Ontario postsecondary institutions engage in MET

Of the 49 organizations included in this study, 28 identified that they engage in MET recognition, with 9 institutions providing more specific and established pathways (Algonquin College, Cambrian College, Fanshawe College, George Brown College, Georgian College, Humber Polytechnic, Collège La Cité, Lambton College, St. Lawrence College). It is notable that 7 out of 23 universities within Ontario engage in MET, while 19 out of 24 Ontario colleges and polytechnics do likewise. Both Royal Military College and Skilled Trades Ontario identified that they engage with MET recognition.

Over half (57%) of Ontario postsecondary institutions identified that they engaged in MET credit recognition explicitly, although MET recognition processes were seen to predominantly fall within existing individual PLAR practices for most institutions. This means that military-connected learners engaged with existing PLAR processes that may recognize a variety of alternative learning for the purposes of credit recognition, with some postsecondary institutions commenting that they would serve a small number of military-connected learners each year.

#### 2. Promising practices are emerging among key institutions, although there remains a lack of standardization across Canada for recognizing military learning.

Of the 49 organizations included in this study, 21 publicly identified military-focused PLAR as being possible, with nine publicly providing specific information about military pathways and credential information. Twenty-eight did not publicly identify the potential for MET pathways.

Among those 19 colleges and polytechnics who publicly stated the possibility of MET recognition, nine provided more specific information about how MET recognition functions. Information regarding MET pathways is typically summarized online, and, based on how associated MET is

recognized, there remains some variance to the depth of information provided. All institutions that reported having a more established pathway identified them publicly.

While many universities identified that they did not currently engage in MET recognition, several expressed plans for MET recognition in the near future or enquired about possible support to engage in MET recognition.

### **3. Prior Learning Assessment and Recognition (PLAR) for MET is used by a number of Ontario colleges and polytechnics, with a select few formalizing the process.**

Most institutions that engage with MET recognition do so through their existing PLAR systems. As identified earlier, the majority of institutions do not have a formalized process described for military-connected learners; instead, they require military-connected learners to provide a portfolio. In many ways, this situation mirrors a traditional PLAR process used within the Ontario (and Canadian) postsecondary systems, relying on the individual to provide evidence of their training, associated competencies, and any noted work experience.

Institutions that provided more information regarding MET recognition pathways often provided more information around the process. Operationally, postsecondary institutions typically ask members to provide a copy of their Military Personnel Records Resume (MPRR). The MPRR, which provides detailed information about a member's military history, experience, and training, is usually used in lieu of an academic transcript for review.

Nine institutions noted established pathways for recognition of MET. These pathways function from previously mapped or assessed MET and utilize either an MPRR and/or a Military Certificate of Achievement in lieu of a traditional academic transcript. With the identification of these existing pathways, MET recognition can be loosely broken up into three streams, PLAR (identified previously), course equivalencies, and advanced standing.

### **4. Leadership and occupational training are more likely to be recognized than military coursework or language training.**

Within the Ontario postsecondary system, credits are provided for either completion of set leadership courses required for advancement, or for the completion of Developmental Periods which require completion of Basic Military Qualifications BMQ and/or leadership courses. For BMQ and leadership training, individuals typically receive one or two course equivalencies, either related to communications or general education credits.

The Ontario institutions that explicitly identify credits awarded for leadership training are in alignment with broader national trends. Aside from RMC, Non-Commissioned Members' military occupations (commonly referred to as military 'trades') tend to be recognized in a different way within the Ontario postsecondary system than leadership training. While leadership training often provides students with credits, occupational qualifications are structured to allow for advanced standing. For three institutions, MET is utilized in lieu of a diploma, either for occupational-specific training (like police studies) or for post-diploma training.

Aside from RMC there are no Ontario institutions that explicitly identify credit provided for language training. Despite this, language training is identified as a portion of military credential recognition at other degree-granting institutions in Canada (Brandon University, 2023; University of Manitoba, n.d.; University of New Brunswick, n.d.). While language training is not currently common practice among Ontario postsecondary institutions, it remains a clear area for future exploration.



## Implications and Recommendations: Postsecondary Recognition of Military Learning within Ontario

Key study findings reveal that the majority of MET recognition within Ontario postsecondary systems occurs through individualized PLAR processes, and predominantly within the college/polytechnic sector. Ontario universities currently have more limited engagement with MET recognition, with only one university publicly identifying the opportunity. Because Ontario universities that do engage with MET recognition do so through individualized PLAR, transparency for prospective students is limited.

The majority of Ontario publicly assisted colleges and polytechnics engage in MET recognition, with over half of the institutions stating this information publicly. Despite this, few Ontario colleges and polytechnics publicly provide information about the specific credits awarded or advanced standing associated with their MET. Some patterns are emerging among the few institutions that do provide this information externally. These include practices to provide credit for leadership training and advanced standing for members who have completed a noted Developmental Period (DP) or Qualification Level (QL), particularly when military training relates to a civilian occupation.

To that end, we offer the following recommendations:

1. Build a more consistent approach to prior learning recognition terminology that aligns to both MET and postsecondary practices. Greater harmonization of terminology could be modelled off of existing recognition systems, such as viewing occupational training at a program-level and BMQ/leadership training at a course level.
2. Provide more explicit identification linking MET (as identified on the MPRR) to credits awarded, in order to support greater consistency and scalability.
3. Expand recognition of language-based training among Ontario postsecondary institutions.
4. Develop greater institutional awareness and support for access and mapping for training materials, and operation training to review MPRR documents.
5. Standardize a national approach to MET recognition.

## Opportunities for Institutions

Outside of the Ontario postsecondary system, several institutions, and notably several Canadian universities, engage in MET recognition. There is room for greater engagement of Ontario universities in MET recognition. The Ontario universities that do engage, however, rely on individualized PLAR processes. More clearly defined, standardized, or transparent pathways would create greater certainty and consistency about credit outcomes and decrease administrative burden. In addition, greater adoption of models for MET recognition across more colleges and polytechnics also offers opportunities.

The absence of recognition for language-based training in Ontario (aside from RMC) speaks to an opportunity that is both scalable with transparent outcomes and without security requirements for access. In this way, the approach utilized by universities outside of Ontario, as well as RMC, suggests a model that could be leveraged to support scalability and consistency within the sector.

To support postsecondary institutions in engaging or deepening their alignment with MET, institutions may require support in the operational processes (such as reviewing an MPRR) and accessing pertinent curriculum materials for mapping purposes. While some of this information can be made available, increased awareness and access at a systems level is required in order to promote MET alignment opportunities within the postsecondary sector.

# Introduction

Each year, thousands of Canadian Armed Forces (CAF) members transition from military to civilian life, a process often marked by complex and multifaceted challenges. Among the most persistent barriers are difficulties in securing meaningful employment and accessing further education, both of which can be compounded by systemic limitations in recognizing and validating military-acquired competencies within civilian frameworks (Government of Canada, 2019; 2024; Lee et al., 2020). Transitioning involves more than adapting skills; it requires shifts in identity, purpose, and well-being. Veterans often report that the loss of military structure and camaraderie can lead to feelings of disconnection and uncertainty, making successful reintegration into civilian society both a personal and institutional priority (Thompson, 2017).

Gainful employment post-service is widely recognized as a cornerstone of Veteran well-being. Providing more than just economic security, employment reinforces a sense of purpose, contributes to personal dignity, and fosters social integration (Government of Canada, 2024). Many Veterans, however, struggle to have their technical, leadership, and organizational skills and competencies formally acknowledged or translated into civilian credentials. This is particularly the case for Non-Commissioned Members (NCMs) who make up the majority of the CAF. This persistent disconnect between military training and civilian credentialing continues to limit access to career opportunities and academic pathways.

The development of structured mechanisms for the recognition of MET within Canada's postsecondary education system has garnered increasing attention. Research indicates that such recognition not only enhances employment prospects but contributes significantly to Veterans' self-worth and societal reintegration by validating their prior service and facilitating access to new professional roles (Born et al., 2022; DiRamio et al., 2008). Colleges and polytechnic institutions in particular have demonstrated potential in supporting military-connected learners<sup>1</sup> through short-term, skills-based programs that align with workforce demands while acknowledging existing expertise.

With the goal of advancing more structured MET recognition, this ONCAT-funded research study aims to identify and evaluate current and best practices in military credential recognition within Ontario's postsecondary institutions (PSIs). The intent of this initiative is not only to improve recognition practices within Ontario but to serve as a catalyst for broader provincial and national alignment, ultimately informing policy development and fostering systemic change in how military learning is valued across Canada's education and employment landscapes.

This report addresses key topic areas and questions regarding MET:

1. Access to credit recognition: To what extent do postsecondary institutions in Ontario provide credit recognition for MET?
2. Access to information: How publicly available and accessible is information related to MET recognition pathways?

---

<sup>1</sup> This report uses the term "military-connected learners" to include people who identify with one or more of the following groups: current serving members of the Regular Force, current serving members of the Reserve Component, Veterans, Department of National Defence (DND) — Civil Servants, immediate family of a CAF member or Veteran, or foreign military veterans.



3. Credit assessment and provision: Where applicable, how do institutions engaging with MET recognition assess and provide credits?
4. Current and best practices: What are current and best practices for Canadian Armed Forces (CAF) training recognition within the Ontario postsecondary system?

To answer these questions, we conducted a comprehensive environmental scan involving qualitative thematic and interpretive policy analysis that reviewed how MET is recognized within the Ontario PSE system. Given the decentralized nature of MET recognition across PSIs, the current landscape is characterized by a combination of formalized transfer or recognition processes and more individualized PLAR mechanisms (Hill & Cathcart, 2021; Moore, 2025; Wainwright et al., 2011). A document and interpretive policy analysis enabled us to explore these diverse approaches to capture not only codified pathways but procedural and discretionary practices. This dual-method approach aimed to facilitate a structured yet adaptable analysis, grounded in the realities of institutional policy implementation.

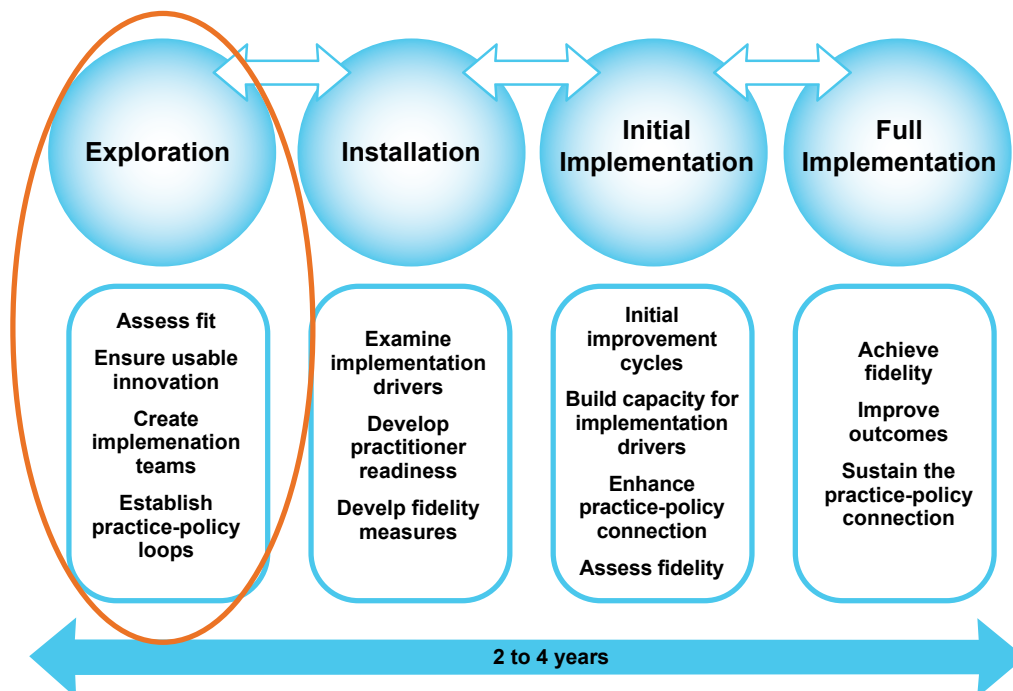
Key findings about the nature of MET recognition within the Ontario PSE system and the trends observed are presented in the following sections. We conclude with a discussion of the implications and recommendations for practice.



## Study Design

This qualitative study was an environment scan of institutional recognition of MET across Ontario's publicly assisted postsecondary landscape. The study, which drew upon both implementation science and the socio-ecological model and approach (Bronfenbrenner, 1977; Fixsen et al., 2015; Fixsen et al., 2005), was situated within the *Exploration Stage* of implementation science (see Figure 1), whereby we explored how MET recognition as a usable innovation was currently being conducted.

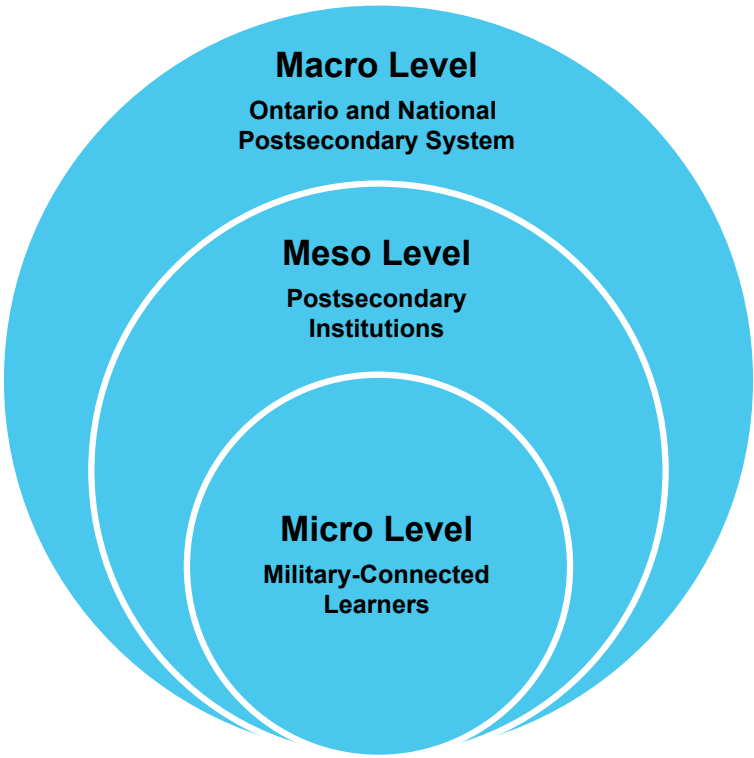
**FIGURE 1**  
*Stages of Implementation*



Note. Adapted from Fixsen et al. (2015).

We also incorporated Bronfenbrenner's socio-ecological model (see Figure 2) (Bronfenbrenner, 1977). This model proposes that the individual's experience is shaped and influenced by the bi-directional systems surrounding them, including the micro, meso, and macro systems (Bronfenbrenner, 1977). Using exploratory implementation analysis, we gathered perspectives regarding MET recognition as it applies to individual military-connected learners (micro level), PSIs (meso level), and provincial and national systems (macro level). This comprehensive approach allowed us to identify overarching considerations regarding MET recognition.

**FIGURE 2**  
*Socio-Ecological Model*



*Note.* Adapted from Bronfenbrenner (1977).



## Data Collection

Qualitative data was collected from Ontario universities and colleges/polytechnics, as well as both Royal Military College (RMC) and Skilled Trades Ontario (Appendix A) specific to institutional recognition of MET across Ontario's publicly assisted postsecondary landscape. While RMC is not a provincially funded institution, its operation as a PSI within Ontario and its inclusion within the ONCAT system made it worth inclusion in the study. Further, while Skilled Trades Ontario is not a PSI, it was included given its role in overseeing programming and curriculum, recognition of prior training, providing certification and credentials within the Ontario Qualifications framework (Government of Ontario, 2022). Institutional identification followed listings provided by the Ontario Ministry of Colleges, Universities, Research Excellence and Security and ONCAT's member directory (Appendix A).<sup>2</sup>

### Document Identification and Selection

A document collection protocol was developed to retrieve and catalog publicly accessible materials relevant to PLAR and MET recognition. The scope of documents included:

- Institutional PLAR policies and procedures
- Transfer credit frameworks and articulation agreements
- Public reports and strategic documents referencing military or Veteran learners
- Web-based information targeted at military-connected learners

Documents were included if they met the following criteria: (a) are produced or endorsed by a recognized PSI or sectoral body; (b) address credit recognition, PLAR, or academic bridging for MET; and (c) are available to prospective students in English or French. Inclusion was based on institutions explicitly stating MET is assessed for credit via PLAR or published program-level equivalencies.

Publicly assisted PSIs existing outside of Ontario were also included as appropriate based on trends identified and consultation with interested partners. While these PSIs do not form the basis of the environmental scan, their inclusion is meant to provide additional insight into practices within the Ontario postsecondary sector.

---

<sup>2</sup> As noted by MCURES (2025), "There are 9 Indigenous Institutes in Ontario recognized in regulation under the Indigenous Institutes Act, 2017. Indigenous Institutes are 1 of the 3 pillars of the postsecondary education system in Ontario, alongside colleges and universities." Indigenous Institutes provide a culturally responsive learning environment that may include high school programs, continuing education courses, partnerships with colleges and universities, and other programs. At present, the publicly available information on the websites for Indigenous Institutes did not meet the criteria for our data collection methods. We look forward to reviewing MET opportunities at Indigenous Institutes in future research projects.

## Direct Email Communication

When institutional information on MET recognition was absent or ambiguous, such as cases where PLAR was mentioned but not explained, or no references to military learning were found, a direct communication protocol was triggered. Institutional registrars, PLAR coordinators, or academic affairs offices were contacted via email using a standardized inquiry template (see Appendix B). Emails requested clarification on:

- Whether and how military-acquired training is assessed for academic credit
- Operational details of any PLAR processes relevant to military learners
- Existence of internal or case-by-case recognition practices not documented online

All correspondence was logged, and institutional responses were coded as secondary data to complement document findings and confirm interpretive insights. Institutions were contacted via electronic correspondence on two separate occasions, with a phone call follow-up if no response was received.

## Partner Consultation

Secondary consultations were undertaken with the Canadian Military, Veteran and Family Connected Campus Consortium (CMVF3C) PLAR working group to contextualize Ontario findings within the national practice and enhance analytic rigor through triangulation (Patton, 2015). Consultation took place during three monthly, synchronous virtual meetings (April-June, 2025) hosted by the CMVF3C. Participants included institutional representatives and MET recognition practitioners from across Canada who self-selected into the working group (Miles et al., 2019).

An a priori note-taking template captured meeting objectives, institution, policy instruments discussed, examples of military employment/training (MET) recognition, and implementation challenges. The study recorded fieldnotes, slide decks shared by presenters, and meeting artifacts (agendas and chat transcripts when available). Consultation materials were treated as supplementary data to: (a) identify promising practices and boundary conditions observed across Canada; (b) compare Ontario practices to other jurisdictions; and (c) corroborate or challenge interpretations emerging from the Ontario documents. Analytic memoing was used to summarize salient institutional examples and policy mechanisms (Saldaña, 2021).



## Data Analysis

We conducted qualitative thematic analysis using Braun and Clarke's framework (Braun & Clarke, 2006) and an interpretive policy analysis. Primary analysis focused on both informal and formalized documented processes within Ontario. Findings from the partnership consultation was integrated through triangulation with Ontario documents to refine theme boundaries and bolster credibility (Nowell et al., 2017; Patton, 2015). Team members first familiarized themselves with the collected documents and resources. Initial open coding, both inductive and deductive, was conducted simultaneously by individual team members, followed by consensus-driven discussions to identify trends and provisional themes. Deductive analysis focused on the research questions, while inductive analysis captured various perspectives. Thematic maps were created to visualize data relationships, leading to theme refinement and finalization. Iterative and reflective processes were used to identify themes that encompassed coded data, aligned with the broader dataset, and addressed the research questions (Braun & Clarke, 2006).





## Key Findings

Qualitative data was collected between May 16 and August 31, 2025 from Ontario universities and colleges/polytechnics, as well as both RMC and Skilled Trades Ontario (Appendix A). Overall, 49 of Ontario's PSIs were included in the study. Eleven institutions (7 universities and 4 colleges/polytechnics) were contacted and did not respond. These institutions were included as not identifying or including MET recognition processes. We found that over half of Ontario's 49 PSIs identified mechanisms for assessing or reviewing MET, with this being more common in the college and polytechnic world. More specifically, 28 of 49 organizations were seen to engage in MET recognition (7 of 23 universities; 19 of 24 colleges/polytechnics; plus RMC and Skilled Trades Ontario). Of these, 21 publicly note MET recognition and nine publish program- or credit-level specifics. Further, of those that do identify mechanisms to review MET, it is typically through a more individualized PLAR process.

What follows are key findings based on research topics and questions.

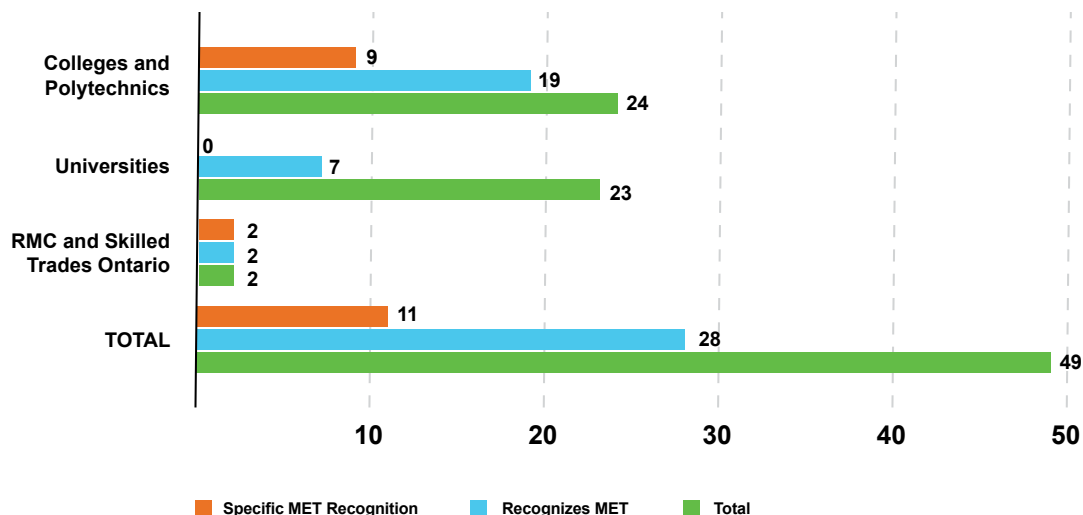
### 1. Access to credit recognition: To what extent do postsecondary institutions in Ontario provide credit recognition for military education and training?

Of the 49 organizations included in this study, 28 identified that they engage in MET recognition, with 9 institutions providing more specific and established pathways (Algonquin College, Cambrian College, Fanshawe College, George Brown College, Georgian College, Humber Polytechnic, Collège La Cité, Lambton College, St Lawrence College). It is notable that 7 out of 23 universities within Ontario engage in MET, while 19 out of 24 Ontario colleges and polytechnics do likewise. Both RMC and Skilled Trades Ontario identified that they engage with MET recognition.

Over half (57%) of Ontario PSIs identified that they engaged in MET credit recognition explicitly, although MET recognition processes were seen to predominantly fall within existing individual PLAR practices for most institutions. This means that military-connected learners engaged with existing PLAR processes that may recognize a variety of alternative learning for the purposes of credit recognition, with some PSIs commenting that they would serve a small number of military-connected learners each year.

**FIGURE 3**

*Military Education and Training (MET) Recognition*



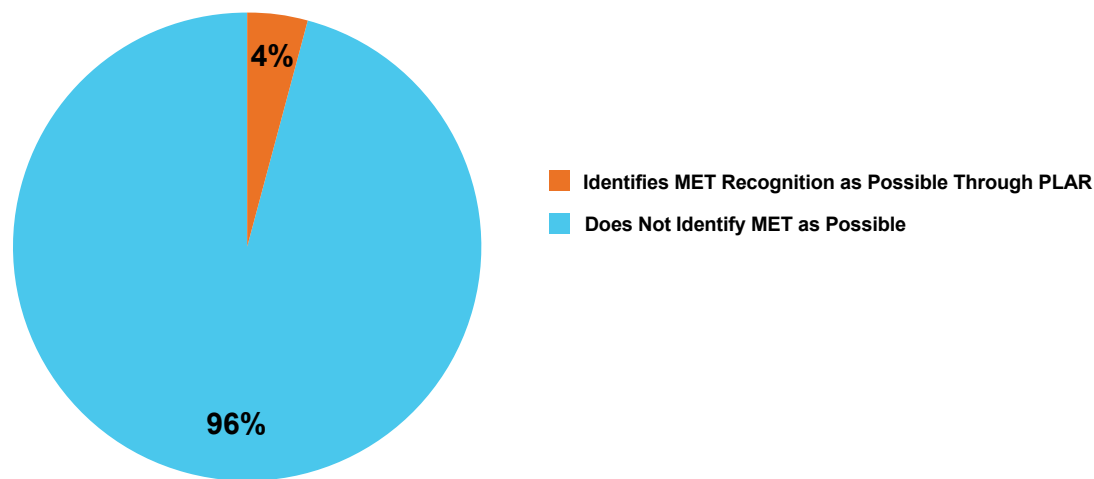
## 2. Access to information: How publicly available and accessible is information related to military education and training recognition pathways?

Of the 49 organizations included in this study, 21 publicly identified Military PLAR as being possible, with nine publicly providing specific information about military pathways and credential information (Appendix A). 28 did not publicly identify the potential for MET pathways.

Out of the seven universities who identified that they engaged with MET PLAR, only one (Lakehead University) was seen to publicly state the possibility of training recognition. The information provided identifies the potential for recognition of MET but does not provide specific data.

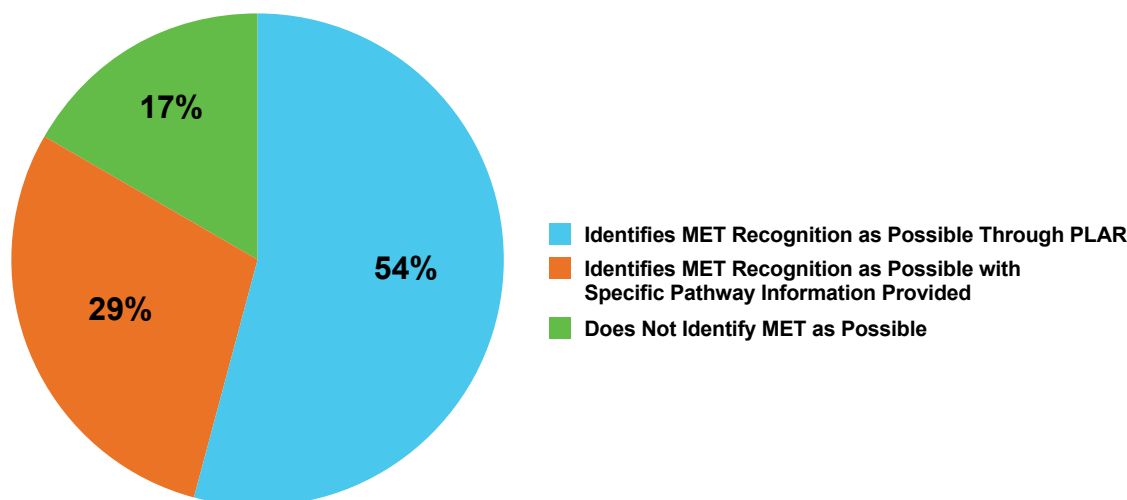
**FIGURE 4**

*How Publicly Available are MET Recognition Pathways: Universities*



While many universities identified that they did not currently engage in MET recognition, several expressed plans for MET recognition in the near future or enquired about possible support to engage in MET recognition. Institutions that expressed interest in learning more about MET recognition were referred to the CMVF3C working group.

For colleges and polytechnics, 19 out of 24 were seen to publicly state the possibility of MET recognition through PLAR. This information was stated under the institutions' information regarding PLAR, and where applicable under a separate site regarding military connections (such as a 'Military-Connected Campus' or 'Military Students' page). Among those 19 colleges and polytechnics who publicly stated the possibility of MET recognition, nine provided more specific information about how MET recognition functions. Information regarding MET pathways is typically summarized online, and, based on how associated MET is recognized, there remains some variance to the depth of information provided. All institutions that reported having a more established pathway identified them publicly.

**FIGURE 5***How Publicly Available are MET Recognition Pathways: Colleges and Polytechnics*

Based on the data collected:

- One institution (Collège La Cité) identified that completion of Basic Military Qualifications (BMQ) and military experience would earn 9 course equivalencies in a specific program.
- Five institutions (Algonquin College, Fanshawe College, Georgian College, Humber Polytechnic, Lambton College) noted how completion of Developmental Periods and Leadership Training would earn students one or two course equivalencies per development period.
- Two institutions (Georgian College, Goerge Brown) noted how specific military occupations provided advanced standing in related programming (such as Military Police earning advanced standing in a Bachelors of Police Studies program).
- One institution (Fanshawe College) noted that MET resulting in DP2 or higher would allow for admission into post-Diploma programs.
- One institution (Algonquin College) noted how MET can provide course exemptions in three programs.

Like Ontario universities, several Ontario colleges and polytechnics expressed plans to engage or expand MET recognition at their institution. This included both institutions who do not engage in MET and those who do. Notably, some institutions with existing pathways identified a desire to expand these pathways. Those seeking support were referred to the CMVF3C working group.

RMC provides a comprehensive system, including a published credit table organized into Air Force, Army, Navy, Common, Non-Military, and Language categories (Royal Military College of Canada, 2025). Within these headings military qualifications are organized by Course/Qualification Title, and the specific training within each element. The 'common' heading includes the trades that operate across elements (such as Medical Technician), and also the leadership training required for individuals to advance their developmental periods. Leadership training required for movement into the different developmental levels such as Primary Leadership Qualification (PLQ) is connected to Junior Arts credits.

Skilled Trades Ontario provides explicit information around MET recognition and how they operate within the province of Ontario. The information provided notes the value of their existing military credentials and provides explicit information on nine military trades and their civilian equivalencies.

**TABLE 1**  
*MET Recognition in the Skilled Trades*

| <b>Military Trade</b>                   | <b>Ontario Civilian Trade(s)</b>   |
|---|--|
| Construction Technician                 | Carpenter  |
| Cook                                    | Cook   |
| Electrical Distribution Technician      | Electrician – Construction and Maintenance   |
| Electrical Technician                   | Industrial Electrician   |
| Material Technician                     | Welder*  |
| Marine Engineering Technician           | Industrial Mechanic Millwright<br>General Machinist  |
| Plumbing and Heating Technician         | Plumber  |
| Refrigeration and Mechanical Technician | Refrigeration and Air Conditioning Systems Mechanic  |
| Vehicle Technician                      | Automotive Service Technician<br>Heavy Duty Equipment Technician<br>Truck and Coach Technician |

*Note.* Adapted from Skilled Trades Ontario (n.d.).

For those members who are not associated with one of the nine listed trades, individuals are instructed to engage with Skilled Trades Ontario’s Trade Equivalency Assessment, which functions similarly to PLAR.

### **3. Credit assessment and provision: Where applicable, how do institutions engaging with military education and training recognition assess and provide credits?**

Most institutions that engage with MET recognition do so through their existing PLAR systems. In a review of PLAR in Ontario, Missaghian (2022) stated, “PLAR, or Recognition of Prior Learning (RPL), is a process that considers an applicant’s prior informal educational, life, and work experiences and weighs them against the learning outcomes of a formalized postsecondary credit” (p. 3). As identified earlier, the majority of institutions do not have a formalized process described for military-connected learners; instead, they require military-connected learners to provide a portfolio. In many ways, this situation mirrors a traditional PLAR process used within the Ontario (and Canadian) postsecondary systems, relying on the individual to provide evidence of their training, associated competencies, and any noted work experience.

Institutions that provided more information regarding MET recognition pathways often provided more information around the process. Operationally, PSIs typically ask members to provide a copy of their Military Personnel Records Resume (MPRR). The MPRR, which provides detailed information about a member’s military history, experience, and training, is usually used in lieu of an academic transcript for review. An important factor noted was that there are two versions of MPRRs utilized which provide similar information, those from the Guardian system and those from the Monitor Mass system (Department of National Defence, 2024). Both versions of the MPRR learners provide information regarding which training was completed and when, but not

what the training itself consisted of.

## Creating Pathways

For curriculum mapping required for MET recognition, a variety of curriculum and competency source were named based on learner and institution preference and access. Common examples include Course Training Reports, CAF Training Requirements, Course Materials, and Military Occupational Structure Identification Code (MOSID). One of the challenges identified with systemic recognition of MET is institutional access to these training materials, due to both security concerns and navigation challenges (Moore, 2025).

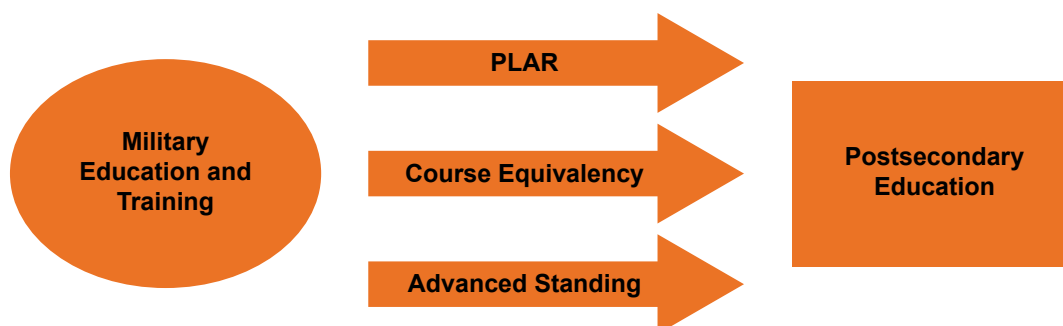
Task-based information can be accessed publicly through MOSID (Department of National Defence, 2018), although the information provided is notably limited. More robust information regarding Training Requirements requires engagement and approval to access Canadian Armed Forces Accreditation Certification Equivalencies (CAF-ACE) (Government of Canada, 2021). Information provided through CAF-ACE includes hour breakdowns, enabling objectives, teaching points, and assessments. The training requirements provided through CAF-ACE relate to the occupational-training component of an NCM's training, but not BMQ or the leadership-related courses (such as the PLQ) common across elements. Few institutions referred to CAF-ACE as a source of curriculum information.

Information related to some of the most common training (such as basic training or leadership training) was noted as being difficult to acquire. Most institutions who had mapped these forms of training identified a need to work through informal channels or alongside key CAF contacts in order to gain access to these documents.

## Existing Pathways

Nine institutions noted established pathways for recognition of MET. These pathways function from previously mapped or assessed MET and utilize either an MPRR and/or a Military Certificate of Achievement in lieu of a traditional academic transcript. With the identification of these existing pathways, MET recognition can be loosely broken up into three streams, PLAR (identified previously), course equivalencies, and advanced standing.

**FIGURE 6**  
*MET Recognition Pathways*



Five institutions (Algonquin College, Georgian College, Humber Polytechnic, Lambton College,

Collège La Cité identified that students are able to earn Communications and/or General Education credit(s) related to their relative Developmental Period, completion of BMQ, or completion of Leadership training. The training recognized in this way is not occupational-specific, meaning that regardless of an NCM's occupation they could receive these credit(s) based on occupational advancement and completion of required leadership training. In this way, the MET pathways based on common training among NCMs is accessible to all NCM members and veterans who reach a sufficient level of training. RMC provides a more robust breakdown that awards credits for the specific leadership courses (such as PLQ) rather than referencing developmental periods.

RMC, as identified previously, utilizes a larger guide to identify specific military training. Credits are organized by courses, with RMC assessments based on specific occupational-training and leadership-training courses as opposed to the combined Developmental Period approach.

Advanced standing into programs based on previous military training is provided by four institutions (Algonquin College, Fanshawe College, George Brown College, Georgian College). Aside from issuing credits, one institution (Fanshawe College) is notably general, allowing for DP2 individuals who have been promoted (or are eligible for promotion) to enrol in graduate certificate programming in lieu of a diploma. Other institutions were more occupation-specific, such as providing individuals with Military Police or Navy Cook training advanced standing into a Bachelor of Police Studies or Culinary Arts Diploma. Of note, these pathways are in alignment with that of their associated non-military equivalencies, such as RCMP and Cook.

Skilled Trades Ontario identifies nine military trades as equivalent for Ontario civilian trades. Skilled Trades Ontario also utilizes their existing Trade Equivalency Assessment (which functions as a PLAR assessment) to recognize the training but requires students to write their certification exam. This process aligns with existing provincial practices for both apprenticeship programs and the Trade Equivalency Assessment process. The province of Ontario does allow individuals to utilize their Certificate of Military Achievement in lieu of an Ontario Certificate of Qualification to perform in their identified trades.

#### **4. Current and best practices: What are current and best practices for Canadian Armed Forces (CAF) training recognition within the Ontario postsecondary system?**

### **Basic Military and Leadership Qualifications**

Within the Ontario postsecondary system, credits are provided for either completion of set leadership courses required for advancement, or for the completion of Developmental Periods which require completion of BMQ and/or leadership courses. For BMQ and leadership training, individuals typically receive one or two course equivalencies, either related to communications or general education credits. One institution (Collège La Cité) provides nine course equivalencies for the completion of BMQ, but this is limited to a single program.

This approach is similar to practices in other provinces, with some variety in the use of specific leadership courses, 'Developmental Period,' and 'Rank' (Brandon University, 2023; North Island College, n.d.; Portage College, 2025; University of Manitoba, n.d.; University of New Brunswick, n.d.). The Ontario institutions that explicitly identify credits awarded for leadership training are in alignment with broader national trends.

### **Occupational Qualifications**

Aside from RMC, NCM military occupations (commonly referred to as military 'trades') tend



to be recognized in a different way within the Ontario postsecondary system than leadership training. While leadership training often provides students with credits, occupational qualifications are structured to allow for advanced standing. For three institutions, MET is utilized in lieu of a diploma, either for occupational-specific training (like police studies) or for post-diploma training.

Skilled Trades Ontario somewhat similarly provides recognition for MET for individuals in identified trades. Occupational training with the Canadian Armed Forces is viewed as equivalent to what is provided through Skilled Trades Ontario, with members then challenging the certifying exam in the same way they would if they completed their training through the Ontario apprenticeship system. This approach is commonly used across other jurisdictions, such as Alberta's Apprenticeship and Industry Training (Government of Alberta, n.d.) and Skilled Trades BC (n.d.).

RMC, in contrast, awards credits for occupational qualifications and training, ranging from one to seven course equivalencies. These courses include both Arts and Science courses, as well as both Junior and Senior level courses. Nationally, a credit-based approach to occupational training is more commonly seen among universities in Canada (Brandon University, 2023; University of Manitoba, n.d.; University of New Brunswick, n.d.).

## Language-Based Training and Competencies

Aside from RMC there are no Ontario institutions that explicitly identify credit provided for language training. Despite this, language training is identified as a portion of military credential recognition at other degree-granting institutions in Canada (Brandon University, 2023; University of Manitoba, n.d.; University of New Brunswick, n.d.). While language training is not currently common practice among Ontario PSIs, it remains a clear area for future exploration.

Credit recognition for military language training is typically based on the Canadian Forces Second Official Language (SOL) profile, as provided by the Department of National Defence (2017). The SOL profile is based on the second official language (English or French) that the member is less proficient with, and utilizes the public service commission's second language evaluation. The SOL profile identifies current proficiency levels in the form of A (elementary), B (beginner), and C (advanced), across three categories (Written Comprehension, Written Expression, Oral Proficiency). The rankings A, B, and C are cumulative and speak to overall language capacity, with E denoting that their skills "can be expected to maintain indefinitely their proficiency at level C," exempting them from further testing. It is important to note that these qualification descriptions are aligned to those established by the Treasury Board's *Qualification Standards, Section 3: Qualification Standards in Relation to Official Languages* (Treasury Board, 2016).

The use of the Federal Qualifications Standards appears to be fairly standard across the sector for language training recognition, with credit granted based on the level comprehension. Canadian institutions that recognize language skills under their MET recognition programs generally provide the following:

- AAA designations are typically recognized as the equivalent of zero to two postsecondary courses.
- BBB are seen as the equivalent of one to five postsecondary courses
- CCC are viewed as equivalent to four to seven postsecondary courses.

Some institutions, such as RMC, provide a further breakdown for unique combinations such as BCB, BBC, etc. No institutions were seen to provide additional course equivalencies for the

E designation.

Institutions that do provide recognition for language-based training base their recognition on course reports, which indicate an individual's SOL profile using the three-character approach identified earlier.

All institutions observed to recognize language training were degree-granting. While the trend may be coincidental, RMC explicitly states that "Language credits are applicable to the following degree programmes only: BMASc (Honours), BMASc, BA (General), BSc (General). These credits are not applicable to certificates" (2025). As such, this may reflect a general trend towards language courses being recognized more for degree programming than certificate or diploma programming.

### **Additional Military Courses**

Aside from RMC, there are no Ontario institutions that identify pre-established credit recognition for MET courses outside of Basic Military and Leadership Qualifications. While some other Canadian PSIs do provide specific credit recognition for military courses, the approach is quite varied. Some courses, such as Basic Instructional Technique, are more commonly recognized than others. There remain few Canadian PSIs that recognize specific military courses outside of basic and military leadership courses. RMC understandably provides the most robust recognition process, while other public institutions in Canada (such as University of Manitoba and University of New Brunswick) also provide credit recognition for a variety of military courses.

Secondary engagement with sectoral experts in their professional capacities validated these emerging themes and identified system-level patterns that informed the Ontario-based findings within the broader Canadian context.



## Implications and Recommendations: Postsecondary Recognition of Military Learning within Ontario

Key study findings reveal that the majority of MET recognition within Ontario postsecondary systems occurs through individualized PLAR processes, and predominantly within the college/polytechnic sector. Ontario universities currently have more limited engagement with MET recognition, with only one university publicly identifying the opportunity. Because Ontario universities that do engage with MET recognition do so through individualized PLAR, transparency for prospective students is limited.

The majority of Ontario publicly assisted colleges and polytechnics engage in MET recognition, with over half of the institutions stating this information publicly. Despite this, few Ontario colleges and polytechnics publicly provide information about the specific credits awarded or advanced standing associated with their MET. Some patterns are emerging among the few institutions that do provide this information externally. These include practices to provide credit for leadership training and advanced standing for members who have completed a noted Developmental Period (DP) or Qualification Level (QL), particularly when military training relates to a civilian occupation.

Some additional insights into how Ontario PSIs can engage with MET recognition are provided by Skilled Trades Ontario and RMC. Skilled Trades Ontario's use of trade equivalencies demonstrates a transparent and standardized process for military training assessment in higher education. RMC in Ontario provides both a model for MET recognition and a robust source of existing equivalencies for postsecondary education (despite some differences with terminology).

To that end, we offer the following recommendations:

1. Build more consistent approach to prior learning recognition terminology, that aligns to both MET and postsecondary practices. Greater harmonization of terminology could be modelled off of existing recognition systems, such as viewing occupational training at a program-level and BMQ/leadership training at a course level
2. Provide more explicit identification linking MET (as identified on the MPRR) to credits awarded, in order to support greater consistency and scalability
3. Expand recognition of language-based training among Ontario postsecondary institutions.
4. Develop greater institutional awareness and support for access and mapping for training materials, and operation training to review MPRR documents.
5. Standardize a national approach to MET recognition.

### Key Gaps

The study demonstrated that, while some patterns emerged, there continues to be some differences with language used for MET recognition. Of 49 organizations, 28 engage in MET recognition (7/23 universities and 19/24 colleges/polytechnics). RMC and Skilled Trades Ontario also engage. Overall, institutions consistently identified the use of an MPRR similar to an academic transcript as evidence of completed training, whether utilizing individualized PLAR or more systematic credit equivalencies. What was identified for review, however, shifted

depending on the institution. For instance, institutions awarding either credits or advanced standing for overall training varied in reviewing either the specific leadership training, the Qualification Level, or the Developmental Period. This becomes particularly challenging when one is viewing a trade qualification (such as DP2) which may be viewed as equivalent to a diploma by one institution for admission purposes, but received one or two course equivalencies in another due to the leadership training within the developmental period.

While there continues to be some variance nationally as well, a more consistent approach to terminology that aligns with practices outside of Ontario would support greater consistency. This approach could include more explicit identification linking leadership training to the credits awarded, such as explicitly identifying the credits aligned to Primary or Intermediate Leadership Training. Further, as some institutions have demonstrated, military occupational training is often viewed in lieu of equivalent postsecondary credentials (such as diplomas) for advanced standing or admission purposes. It would be of benefit to have greater consistency within the sector to support greater scalability in MET recognition and equivalency within and beyond Ontario.

## Opportunities for Institutions

Opportunities present themselves across the various institutions. There is room for greater engagement of Ontario universities in MET recognition. Outside of the Ontario postsecondary system, several PSIs, and notably several Canadian universities, engage in MET recognition. The universities that do engage, however, rely on individualized PLAR processes. More clearly defined, standardized, or transparent pathways would create greater certainty and consistency about credit outcomes and decrease administrative burden. In addition, greater adoption of models for MET recognition across more colleges and polytechnics also offers opportunities.

The absence of recognition for language-based training in Ontario (aside from RMC) speaks to an opportunity that is both scalable with transparent outcomes and without security requirements for access. In this way, the approach utilized by universities outside of Ontario, as well as RMC, suggests a model that could be leveraged to support scalability and consistency within the sector.

## Support Required

A majority of institutions identified that they are able to review MET for postsecondary credit in the Ontario postsecondary system through individualized PLAR processes. Institutions that do not engage in MET recognition may face uncertainty regarding practices, curriculum mapping, and operational processes (such as mechanisms to read and review MPRRs). This presents two unique challenges, notably transcript assessment (to confirm the completed MET opportunities) and curriculum mapping (to identify what was completed within the MET opportunity).

This research demonstrates that MPRRs are consistently utilized as evidence of completed training; furthermore, the approach demonstrated by Skilled Trades Ontario and Ontario colleges and polytechnics reveals capacity for larger scale training to review these documents in lieu of academic transcripts. Provincial bodies, sector consortia, and military-friendly organizations are well-positioned to provide access to operational training in how to read and review an MPRR for the purposes of validating the completion of training activities. Except for language-based training, challenges with curriculum mapping relate to the limited availability of either training materials or noted outcomes. While occupational training requires security

clearance through existing means, course-specific training (such as basic and leadership training) is more difficult to access. Access to information regarding competencies and/or outcomes is critical for consistency and scalability of MET recognition. A key recommendation of this report would be for partnering PSIs to receive greater awareness and access to pertinent MET materials to complete mapping.

## Looking Forward

Our findings suggest that some institutions within the Ontario postsecondary sector, particularly colleges and polytechnics, have begun to explore MET with some promising practices beginning to emerge. Ontario universities have more limited engagement with MET, although there are promising models utilized at the university level in other provinces (notably Manitoba and New Brunswick). As institutions enter into this space, it would be of benefit to engage in a common approach so as to support scalability and replicability.

To support PSIs in engaging or deepening their alignment with MET, institutions may require support in the operational processes (such as reviewing an MPRR) and accessing pertinent curriculum materials for mapping purposes. While some of this information can be made available, increased awareness and access at a systems level is required in order to promote MET alignment opportunities within the postsecondary sector.

Although much of this report has focused on the opportunities for military-connected learners to have their MET recognized within the postsecondary system, expanding access and awareness to training programs may create additional opportunities for military members to have postsecondary training recognized by the Canadian Armed Forces. Notably, opportunities such as the Non-Commissioned Member Subsidized Training and Education Plan (NCMSTEP) provide opportunities for Ontario PSIs to have postsecondary training aligned with military training (Department of National Defence, 2014). Not only would this practice allow for expedited training with the Canadian Armed Forces, but this strategic prioritization could expand recruitment and enrolment opportunities for Ontario PSIs. Increased alignment would not only support those who are transitioning out of the Canadian Armed Forces, but also those entering. With recent commitments at the national level to expand the size of the Canadian Armed Forces, efforts here may further support the needs of learners, PSIs, and the Canadian Armed Forces as a whole.



## References

- Brandon University. (2023, November). PLAR – Non-Accredited credentials: Canadian Armed Forces – Canadian Defence Academy. <https://www.brandonu.ca/future-students/files/PLAR-Credit-CAF.pdf>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513. <https://doi.org/10.1037/0003-066X.32.7.513>
- Department of National Defence. (2014). DAOD 5002-7, *non-commissioned member subsidized training and education plan – regular force*. Government of Canada. <https://www.canada.ca/en/department-national-defence/corporate/policies-standards/defence-administrative-orders-directives/5000-series/5002-7-non-commissioned-member-subsidized-training-and-education-plan-regular-force.html>
- Department of National Defence. (2017). DAOD 5039-8, *Canadian armed forces second official language certification testing*. Government of Canada. <https://www.canada.ca/en/department-national-defence/corporate/policies-standards/defence-administrative-orders-directives/5000-series/5039/5039-8-canadian-armed-forces-second-official-language-certification-testing.html>
- Department of National Defence. (2018). *Appendix 1 of annex D – MOS ID task statements – non-commissioned members*. Government of Canada. <https://www.canada.ca/en/department-national-defence/corporate/policies-standards/medical-standards-military-occupations/military-occupational-structure-id-task-statements/non-commissioned-members.html>
- Department of National Defence. (2024). *Canadian armed forces Military personnel instruction 02/23 – certification (personnel)*. Government of Canada. <https://www.canada.ca/en/department-national-defence/corporate/policies-standards/canadian-forces-military-personnel-instructions/certification-personnel.html>
- DiRamio, D., Ackerman, R., & Mitchell, R. L. (2008). From combat to campus: Voices of student-veterans. *NASPA Journal*, 45(1), 73–102. <https://www.uwlax.edu/globalassets/offices-services/veteran-services/pdf/from-combat-to-campus.pdf>
- Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2015). Implementation science. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences (second edition)* (pp. 695-702). Elsevier. <https://doi.org/https://doi.org/10.1016/B978-0-08-097086-8.10548-3>
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. The National Implementation Research Network (FMHI Publication #231). <https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/NIRN-MonographFull-01-2005.pdf>



- Government of Alberta. (n.d.). Canadian forces credentials (recognized trade certificates). *Tradesecrets*. <https://tradesecrets.alberta.ca/become-certified/recognized-trade-certificates/canadian-forces-credentials/>
- Government of Canada. (2019). *Evaluation of the Military transition program (report 1258-3-025)*. Department of National Defence. <https://www.canada.ca/content/dam/dnd-mdn/documents/reports/2019/reports-pubs-audit-eval/report-1258-3-025-en.pdf>
- Government of Canada. (2021). Canadian armed forces transition group (CAF TG). <https://www.canada.ca/en/ombudsman-national-defence-forces/education-information/caf-members/career/release-transition-civilian/caf-transition-group.html>
- Government of Canada. (2024). Service after service: The national veterans employment strategy. <https://www.veterans.gc.ca/en/about-vac/our-values/national-veterans-employment-strategy>
- Government of Ontario. (2022). *Ontario Qualifications Framework*. <https://www.ontario.ca/page/ontario-qualifications-framework>
- Hill, S., & Cathcart, D.G. (2021). Considerations for supporting Canadian military-connected students in higher education. *Journal of Military, Veteran and Family Health*, 7(3), 114–118. <https://doi.org/10.3138/jmvfh-2020-0070>
- Lee, J. E. C., Dursun, S., Skomorovsky, A., & Thompson, J. M. (2020). Correlates of perceived military to civilian transition challenges among Canadian Armed Forces veterans. *Journal of Military, Veteran and Family Health*, 6(2), 26. <https://doi.org/10.1080/21635781.2021.2007183>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE.
- Military Transition Engagement and Partnerships. (2024). What is military transition engagement and partnerships (MTEP)? Government of Canada.
- Ministry of Colleges, Universities, Research Excellence and Security. (2025). *Indigenous Institute Programs for In-Demand Careers*. <https://www.ontario.ca/page/indigenous-institute-programs-demand-careers>
- Missaghian, R. (2022). *Prior learning assessment in Ontario: An online scan of PLAR information for Ontario's 24 publicly funded colleges*. Ontario Council on Articulation and Transfer (ONCAT). <https://oncat.ca/en/projects/prior-learning-assessment-ontario-online-scan-plar-information-ontarios-24-publicly>
- Moore, D. (2025, May). *Recognizing Military training, skills and competencies in post-secondary education* [conference presentation]. Canadian Association for Prior Learning Assessment, Antigonish, Nova Scotia.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1–13. <https://doi.org/10.1177/1609406917733847>
- North Island College. (n.d.). *Canadian armed forces members*. <https://www.nic.bc.ca/admissions/domestic-students/how-to-apply/canadian-armed-forces-members.html>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE

- Portage College. (2025, August). *Military Student*. <https://www.portagecollege.ca/Military-Student>
- Royal Military College of Canada. (2025). *Table of credit granted*. Government of Canada. <https://www.rmc-cmr.ca/en/plar/table-credit-granted>
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE.
- Skilled Trades BC. (n.d.). *Canadian and Military Certificate Holders*. <https://skilledtradesbc.ca/holders-certificate-qualification-or-military-certification>
- Skilled Trades Ontario. (n.d.). *Canadian Forces*. <https://www.skilledtradesontario.ca/experienced-workers/canadian-forces/>
- Thompson, J. M. (2017). *Veterans' identities and well-being in transition to civilian life: A resource for policy analysts, program designers, service providers, and researchers*. Veterans Affairs Canada. <https://cimvhr.ca/documents/Thompson%202017%20Veterans%20Identities%20Technical%20Report.pdf>
- Treasury Board of Canada Secretariat. (July 2016). *Qualification standards in relation to official languages*. Government of Canada. <https://www.canada.ca/en/treasury-board-secretariat/services/staffing/qualification-standards/relation-official-languages.html>
- University of New Brunswick. (n.d.). *Military support: College of Extended Learning*. <https://www.unb.ca/cel/students/military-support.html>
- Wainwright, K., Endicott-Popovsky, B., & Rajala, S. A. (2011). *Alternative Approach to Assessing Military Training for Advanced Placement into Engineering and Technology Programs*. Proceedings of the 2011 ASEE Annual Conference & Exposition. <https://peer.asee.org/alternative-approach-to-assessing-military-training-for-advanced-placement-into-engineering-and-technology-programs>

## Appendix A

### Ontario Institutions Reviewed

| Ontario publicly assisted universities         | MET recognition pathway | MET-PLAR | Ontario publicly assisted colleges/ polytechnics | MET recognition pathway | MET-PLAR |
|--|-------------------------|----------|--|-------------------------|----------|
| Algoma University                              |                         |          | Algonquin College                                | ✓                       | ✓        |
| Brock University                               |                         | ✓        | Cambrian College                                 | ✓                       | ✓        |
| Carleton University                            |                         |          | Canadore College                                 |                         | ✓        |
| University of Guelph                           |                         | ✓        | Centennial College                               |                         | ✓        |
| Lakehead University                            |                         | ✓        | Collège Boréal                                   |                         |          |
| Laurentian University                          |                         |          | Collège La Cité                                  | ✓                       | ✓        |
| McMaster University                            |                         |          | Conestoga College                                |                         | ✓        |
| Nipissing University                           |                         | ✓        | Confederation College                            |                         | ✓        |
| OCAD University                                |                         |          | Durham College                                   |                         | ✓        |
| Ontario Tech University                        |                         |          | Fanshawe College                                 | ✓                       | ✓        |
| University of Ottawa                           |                         | ✓        | Fleming College                                  |                         | ✓        |
| Queen's University                             |                         |          | George Brown College                             | ✓                       | ✓        |
| University of Toronto                          |                         |          | Georgian College                                 | ✓                       | ✓        |
| Toronto Metropolitan University                |                         | ✓        | Humber Polytechnic                               | ✓                       | ✓        |
| Trent University                               |                         | ✓        | Lambton College                                  | ✓                       | ✓        |
| University of Waterloo                         |                         |          | Loyalist College                                 |                         |          |
| Western University                             |                         |          | Mohawk College                                   |                         |          |
| Wilfrid Laurier University                     |                         |          | Niagara College                                  |                         | ✓        |
| University of Windsor                          |                         |          | Northern College                                 |                         | ✓        |
| York University                                |                         |          | St. Clair College                                |                         |          |
| Northern Ontario School of Medicine University |                         |          | St. Lawrence College                             | ✓                       | ✓        |
| Université de Hearst                           |                         |          | Sault College                                    |                         | ✓        |
| Université de l'Ontario français               |                         |          | Seneca Polytechnic                               |                         | ✓        |
|  |                         |          | Sheridan College                                 |                         |          |
| <b>Other</b>                                   |                         |          |  |                         |          |
| Royal Military College                         | ✓                       | ✓        |  |                         |          |
| Skilled Trades Ontario                         | ✓                       | ✓        |  |                         |          |

## Appendix B

### Email Inquiry Template

Dear \_\_\_\_\_,

I hope this message finds you well. I am reaching out as part of an ONCAT-funded research project titled Best Practices for Military Education and Training within the Ontario Postsecondary System. This study is being conducted in collaboration with the Canadian Military, Veteran and Family Connected Campus Consortium (CMVF3C), with research co-led by the University of Alberta and Portage College.

The purpose of our research is to better understand how military-acquired training is currently recognized within Ontario's postsecondary system. We aim to identify both current and best practices related to Prior Learning Assessment and Recognition (PLAR) and transfer credit processes that are accessible to Canadian Armed Forces (CAF) members, Veterans, and military-connected learners.

We are conducting a scan of publicly available information across institutional websites. Where information is not clear or fully documented online, we are following up with institutional contacts to ensure accuracy and completeness.

Could you kindly clarify the following:

1. Does your institution currently assess military-acquired training for academic credit? If so, is this done through PLAR, transfer credit, or other recognition mechanisms?
2. Are there any operational details specific to how PLAR is administered for military learners (e.g., forms of evidence accepted, timelines, fees, advising support)?
3. Are there internal recognition practices that may not be published publicly?

Any information you can provide would be greatly appreciated and will contribute meaningfully to our final report, which will be shared with ONCAT and presented at future postsecondary conferences. If there is someone else at your institution who would be better positioned to speak to these areas, please feel free to forward this message accordingly.

Thank you for your time and assistance. I would be happy to provide further information or context if needed.

Warm regards,

## Appendix C

### Key Terms

**Basic Military Qualification (BMQ)** – The initial training for the Canadian Armed Forces (CAF) recruits and reservists, providing the fundamental skills

**Course Training Reports** – A formal record of a CAF member's performance on a CAF course.

**CAF Training Requirements** – A report outlining the training requirements and enabling objectives of Canadian Armed Forces Occupational Training.

**Certificate of Military Achievement** – An official document issued by the Canadian Armed Forces (CAF) to a member upon completion of a course (Department of National Defence, 2025)

**Developmental Period (DP)** – The Developmental Period is the timeframe, or period, in which an individual is trained to develop occupational and professional skills and knowledge. There are currently five DP levels, with DP1 requiring the completion of BMQ and DP2 requiring the completion of PLQ, environmental and occupational courses.

**Military-Connected Learners** – People who identify with one or more of the following groups: current serving members of the Regular Force, current serving members of the Reserve Component, Veterans, Department of National Defence (DND) — Civil Servants, immediate family of a CAF member or Veteran, or foreign military veterans.

**Military Occupational Structure Identification Code (MOSID)** – Task statements which identify the employment-related duties of military personnel, based on their specific job roles, skills, and rank. (Department of National Defence, 2018)

**Military Personnel Records Resume (MPRR)** – A CAF personnel document that summarizes the individuals services, including training and deployment.

**Non-Commissioned Member** – A member of the Canadian Armed forces who is not an officer.

**Primary Leadership Qualification (PLQ)** – A course that develops foundational leadership skills in communication, decision-making, instruction, discipline, and physical/mental resistance. It is a required component of DP2.

**Prior Learning Assessment Recognition (PLAR)** – A process used by PSIs to evaluate and recognize the skills, knowledge, and competencies an individual has acquired outside of formal education (through work, training, independent study, or life experience) for the purpose of granting academic credit or advanced standing.

**Qualification Level (QL)** – A formal designation that indicates the stage of a member's training and progression within their military occupation.