

# 3

PAN-CANADIAN QUALITY STANDARDS IN  
INTERNATIONAL ACADEMIC CREDENTIAL ASSESSMENT

---

## **Competency Profile for an Academic Credential Assessor VOLUME 1**

---



Canadian Information Centre  
for International Credentials

Centre d'information canadien  
sur les diplômes internationaux

---



**cmeC**

Council of  
Ministers  
of Education,  
Canada

Conseil des  
ministres  
de l'Éducation  
(Canada)

---

**Funded by:**



Human Resources and  
Skills Development Canada

Ressources humaines et  
Développement des compétences Canada

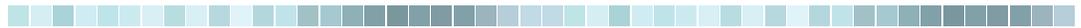
---

**ACKNOWLEDGEMENTS**

This report was prepared by Cambridge Professional Development Ltd., under the direction of the Canadian Information Centre for International Credentials with the input and advice of volunteers from the academic credential assessment community.

The views expressed in this report are those of the authors and do not necessarily reflect the opinion of the Council of Ministers of Education, Canada or the Canadian Information Centre for International Credentials.

The authors and CICIC wish to thank the individuals who gave generously of their time during interviews, discussions, and surveys, and who assisted in completing the work.



The Council of Ministers of Education, Canada, was formed in 1967 by the provincial and territorial ministers responsible for education to provide a forum in which they could discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces and territories with national educational organizations, the federal government, foreign governments, and international organizations. CMEC is the national voice for education in Canada, and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.

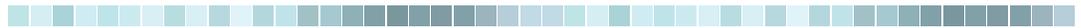
The Canadian Information Centre for International Credentials (CICIC) was established in 1990 after Canada ratified the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region, to assist Canada in carrying out its obligations under the terms of this convention. In 1997, Canada signed the subsequent Lisbon Recognition Convention, promoted its Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications, and adopted a set of General Guiding Principles for Good Practice in the Assessment of Foreign Academic Credentials. Both of these conventions promote international mobility by advocating wider recognition of higher education and professional qualifications.

CICIC collects, organizes, and distributes information and acts as a national clearing house and referral service to support the recognition and portability of Canadian and international educational and occupational qualifications.

**Canadian Information Centre for International Credentials (CICIC)**  
**At the Council of Ministers of Education, Canada (CMEC)**  
95 St. Clair Avenue West, Suite 1106  
Toronto, Ontario M4V 1N6  
Telephone: 416-962-8100  
Fax: 416-962-2800  
E-mail: [info@cicic.ca](mailto:info@cicic.ca)

© 2012 Council of Ministers of Education, Canada



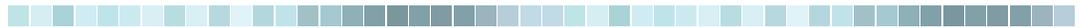


## Note of Appreciation

The Council of Ministers of Education, Canada (CMEC) and its unit the Canadian Information Centre for International Credentials (CICIC) would like to acknowledge the financial support of Human Resources and Skills Development Canada (HRSDC) through its Foreign Credential Recognition (FCR) Program.

A number of individuals and organizations have played key roles in the research and recommendations set out in this report. The success of our project owes much to their efforts and generosity of time. We extend our warmest thanks to the consultants, regulatory bodies, universities, employers, colleges, credential assessment services, fairness commissioners, sector councils, directors of apprenticeship, immigrant settlement agencies, and civil servants that participated in the various working groups and the second National Workshop for Academic Credential Assessors. And finally, a special mention is due to the individuals who participated in the focus groups, telephone interviews, and on-line surveys. By openly sharing their policies, opinions, and challenges, they provided us with the necessary information to build our tools. Their input is valued now and in the future as we endeavour to move forward with the next phase.

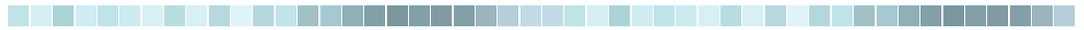




**TABLE OF CONTENTS**

- A. INTRODUCTION ..... 3
  - A1. Background ..... 4
  - A2. Format ..... 4
  - A3. Sources ..... 5
  - A4. Core, optional, and additional competencies ..... 5
  - A5. Reference levels ..... 7
  
- B. FUNCTIONS OF A CANADIAN ACADEMIC CREDENTIAL ASSESSOR ..... 8
  
- C. ATTITUDES AND VALUES OF AN ACADEMIC CREDENTIAL ASSESSOR ..... 11
  - C1. Duty to the applicant ..... 12
  - C2. Duty to the Canadian jurisdictions ..... 12
  - C3. Confidentiality ..... 12
  - C4. Participation in continuous professional development ..... 12
  - C5. Independence and impartiality ..... 12
  - C6. Honesty and integrity ..... 12
  - C7. Supervision of support staff ..... 12
  - C8. Compliance with codes of conduct and practice ..... 12
  - C9. Professional indemnity insurance ..... 12
  - C10. Conflicts with moral or religious beliefs ..... 12
  - C11. Environment and sustainability ..... 12
  
- D. UNDERPINNING KNOWLEDGE FOR ALL ACADEMIC CREDENTIAL ASSESSOR  
COMPETENCIES ..... 13
  - 1. Assessment ..... 14
    - 1.1 Assess authenticity of a credential ..... 14
    - 1.2 Assess accuracy of translation ..... 15
    - 1.3 Assess status of an institution using precedents ..... 16
    - 1.4 Assess status of an institution in the absence of relevant precedents ..... 17
    - 1.5 Assess comparability of a foreign credential using precedents ..... 18
    - 1.6 Assess comparability of a foreign credential in the absence  
of relevant precedents ..... 19
    - 1.7 Describe educational programs ..... 20
  - 2. Information management ..... 21
    - 2.1 Use databases ..... 22
    - 2.2 Maintain records and statistics ..... 22
    - 2.3 Analyze information from diverse sources ..... 23
    - 2.4 Create resources for credential assessment ..... 24
  - 3. Communication ..... 25
    - 3.1 Communicate with client/applicant ..... 25
    - 3.2 Communicate with other education, assessment, and credential professionals ..... 26
    - 3.3 Communicate in English or French ..... 27





- 4. Professional competencies ..... 27
  - 4.1 Engage in professional and ethical practice ..... 27
  - 4.2 Develop yourself ..... 28
  - 4.3 Help others to develop..... 29
  - 4.4 Customer service ..... 30
- 5. Specialist competencies ..... 31
  - 5.1 Specialize in specific national education systems ..... 31
  - 5.2 Specialize in specific occupational sectors ..... 32
  - 5.3 Master additional languages..... 34
  - 5.4 Lead a team..... 35
  - 5.5 Manage others ..... 36
  - 5.6 Lead the organization ..... 37
  - 5.7 Lead the organization's quality assurance processes ..... 38
  - 5.8 Develop assessment policy and strategy ..... 39
- E. APPENDICES..... 41
  - I. Level framework used ..... 42
  - II. Modified Bloom levels ..... 47
  - III. Codes used for relative importance, frequency, level of difficulty..... 49



## ■ A. INTRODUCTION

“It (the competency profile) will help organizations employing academic credential assessors improve their human resources and increase the professionalism of their workforce.”<sup>1</sup>

---

<sup>1</sup> All introductory quotes taken from the Canadian Information Centre for International Credentials under the Council of Ministers of Education Canada. (2012). *Competency Profile for an Academic Credential Assessor Volume 1*; Retrieved January 11, 2012, from [http://cicic.ca/docs/2012/Competency\\_Profile\\_Volume\\_1\\_EN.pdf](http://cicic.ca/docs/2012/Competency_Profile_Volume_1_EN.pdf)

## A1. Background

In 2007, CICIC, in partnership with the Alliance of Credential Evaluation Services of Canada (ACESC), embarked on a project entitled Pan-Canadian Quality Standards in International Credential Evaluation with funding provided through Human Resources and Skills Development Canada's Foreign Credential Recognition (FCR) program. At the core of this project is the goal of improving the consistency and portability of academic credential assessments through the introduction of pan-Canadian standards.

This competency profile has been developed under Phase II of the CICIC project, under the umbrella of CMEC. It is intended to help organizations employing academic credential assessors to improve their human resources and to increase the professionalism of their workforce. The competency profile is also intended to be the basis for the development of a university program tailored specifically to the requirements of academic credential assessors in Canada and elsewhere. This program would result in a credential for academic credential assessors.

The competency profile is for "an experienced 'credential assessor' ... adequately or well qualified in various dimensions: knowledge; skills; and personal, social, and/or methodological abilities."<sup>2</sup> It is possible to select or modify competencies for related roles.

For definitions of terms used in this competency profile, the reader is referred to the French and English terminology guides that have also been developed under Phase 2 of the CICIC project.

## A2. Format

The competency profile is structured into functional groups and competencies, as described in Section B. The profile starts in Section C with a statement of generic values and attitudes required across all competencies. Each competency sets out the following:

- its title (and reference number) expressed as a statement of what a competent academic credential assessor is able to do;
- a table of reference levels;

- performance criteria - expressing what a competent assessor must be able to do in order to achieve the statement in the title;
- range of circumstances - the extent and circumstances of that performance;
- knowledge - what a competent assessor should know and understand;
- assessment criteria - specifying what evidence is required to demonstrate this competency;
- in most cases, specific values, attitudes, and examples.

Competencies can be used for many purposes. They can be used as learning outcomes for qualifications, and the knowledge specification can provide the basis for a knowledge-based course. It is possible to adapt them for particular groups with a different level of competence, such as those who are freshly qualified or those who are experts or in management roles.

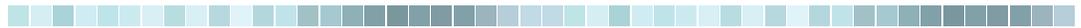
The assessment criteria add clarity and precision about the standard that is expected. They are useful when someone is trying to prove he or she is competent (e.g., when the competency provides the basis for a credential), but also for less formal assessment in a performance appraisal or during recruitment. Assessment criteria are also helpful guidance for self-appraisal against the competency.

In these competencies, the word

- "applicant" is used for the individual supplying an academic credential to be assessed;
- "client" may be the applicant or may be an organization submitting the assessment request on behalf of the applicant.

In the assessment criteria of these competencies, "candidate" is the academic credential assessor seeking to provide evidence of competency.

<sup>2</sup> Invitation to Tender



### A3. Sources

This profile has been developed based on extensive research, data collection, advice from the working group and focus groups in Canada, an e-questionnaire distributed widely throughout Canada and internationally, and interviews, followed by a public consultation period, all as described in the project's final report. We should expect these competencies to evolve in future, reflecting changes in practice, technology, legislation, etc.

We have used accepted models wherever possible so as to maximize the compatibility with other competency profiles and frameworks. Our first preference has been for pan-Canadian standards, and where these were not available, for a provincial model. For example, the qualification framework levels are based on a combination of the Canadian Degree Qualifications Framework and the Ontario Qualifications Framework (see A5 below); the Modified Bloom Learning Outcome levels (see A5 below) are based on the work done by Cambridge Professional Development for the Canadian Tourism Human Resource Council in 2010. Where there have been no suitable Canadian models, we have drawn on European models [e.g., the European Council of the Liberal Professions (CEPLIS) Common Values used as the basis for Section C] and the United Kingdom National Occupational Standards for Leadership and Management (2008) for the specialist management competencies (Functional Group 5).

The number of performance criteria becomes very great for some of these "borrowed" competencies because we have tried to preserve all the relevant criteria from the source (condensing a suite of competencies into a single one) in order to preserve as close a correspondence to the original as possible.

### A4. Core, optional, and additional competencies

Competencies can be either core, optional, or additional. Core competencies are those that every competent academic credential assessor should possess. Optional competencies are those that are essential for some groups of assessors but not for others. Additional competencies are available for those who have acquired additional expertise beyond basic competency and have become specialists or acquired management skills (analogous to badges on a uniform).

A competent assessor must, therefore, possess all the core competencies plus an acceptable combination of options. As a hypothetical example, if some academic credential assessors only deal with provincial credentials, and another group only deals with foreign credentials, one would have some optional competencies exclusive to foreign credential assessors, and other optional competencies only applicable to provincial credential assessors. Of course, it would be possible for some more experienced assessors to be competent as both foreign and provincial credential assessors and possess both sets of optional competencies. It is not yet clear whether there are distinct groups within Canadian academic credential assessors who require different competencies or not (in which case there are no optional competencies).

If ever the competency framework is extended to include all credential assessors, there will undoubtedly be a need to define optional competencies for the different groups of assessors. When, in due course, formal qualifications are developed based on this scheme, it will be necessary to specify exactly what combination of competencies is required to achieve the qualification(s).

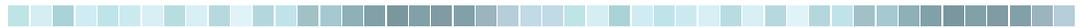




We have categorized the competencies as follows (see also Section B):

FUNCTIONAL GROUP	CORE	OPTIONAL	ADDITIONAL
<b>1. ASSESSMENT</b>	1.1 Assess authenticity of a credential 1.2 Assess accuracy of translation 1.3 Assess status of an institution using precedents 1.4 Assess status of an institution in the absence of relevant precedents 1.5 Assess comparability of a foreign credential using precedents 1.6 Assess comparability of a foreign credential in the absence of relevant precedents	1.7 Describe educational programs	
<b>2. INFORMATION MANAGEMENT</b>	2.1 Use databases 2.2 Maintain records and statistics 2.3 Analyze information from diverse sources	2.4 Create resources for credential assessment	
<b>3. COMMUNICATION</b>	3.1 Communicate with client/ applicant 3.2 Communicate with other education, assessment, and credential professionals 3.3 Communicate in English or French		
<b>4. PROFESSIONAL COMPETENCIES</b>	4.1 Engage in professional and ethical practice 4.2 Develop yourself 4.3 Help others to develop 4.4 Customer service		
<b>5. SPECIALIST COMPETENCIES</b>			5.1 Specialize in specific national education systems 5.2 Specialize in specific occupational sectors 5.3 Master additional languages 5.4 Lead a team 5.5 Manage others 5.6 Lead the organization 5.7 Lead the organization's quality assurance processes 5.8 Develop assessment policy and strategy





## A5. Reference levels

A competency is an example of a learning outcome. Learning programs, credentials, and qualifications are increasingly being defined in terms of learning outcomes in order to give clarity as to what a learner or qualified person knows and is able to do at the end of the program or assessment. Most learning programs and academic credentials have learning outcomes that are not as complete as full competency (e.g., they provide the knowledge but do not aspire to define any attitudes or values).

Qualification framework levels are an indication of the intellectual challenge involved in achieving the learning outcomes of a particular learning program, credential, qualification, or profile. These levels are defined in a generic way by a set of level descriptors that constitute a qualification framework. Worldwide, national qualification frameworks are increasingly being adopted and related to overarching international frameworks. There are more than 200 frameworks under development around the world, usually with between five and 15 levels. We believe it will be of value to express the competencies in this competency profile in terms of level, but there is no framework for all of Canada. As an interim measure, we have created a framework using the Canadian Degree Qualifications Framework and extended it downward using the Ontario Qualifications Framework (see Appendix I).

In addition, we have provided values for the stage of learning for each competency that should be expected in a credential based on this profile. This not only clarifies the degree of proficiency expected, but also implies the appropriate learning activities and assessment tools. We have used Bloom's Taxonomy as modified over the last half-century and set out in the Cambridge Profession Development Report (2010) for the Canadian Tourism Human Resource Council (see Appendix II).

For each competency, we have also given an indication of its relative importance, frequency of use, and difficulty of learning (expressed in terms of the period of time it typically takes to achieve competence). These codes are all defined in Appendix III. These parameters are included because they are useful, and also to conform to Canadian best practice in competency statements.<sup>3</sup>

These reference levels are all displayed in a box at the head of each competency statement.

---

<sup>3</sup> For example, the Canadian Tourism Human Resource Council's Event Management International Competency Standards <http://emerit.ca/en/>



## ■ B. FUNCTIONS OF A CANADIAN ACADEMIC CREDENTIAL ASSESSOR

“The competency profile is for ‘an experienced credential assessor’... adequately or well qualified in various dimensions: knowledge; skills; and personal, social, and/or methodological abilities.”



The Canadian economy continues to attract immigrants from all over the world. Individuals who come to Canada to enter the workforce or study at a Canadian university or college need to show the value of their foreign education. Academic credential assessment facilitates immigration, entry into academic courses, foreign student exchange, further education or training, occupational licensing, registration and certification, and entry into the labour market.

Some or all of the functions of academic credential assessment are conducted by a variety of organizations in each province and territory: universities, colleges, professional licensing and regulatory bodies, sector councils, apprenticeship bodies, and other services. In addition, there are several credential assessment agencies that provide a commercial service at the provincial/territorial or pan-Canadian level, usually for immigration or further education purposes. There are also a few large employers (principally in the government sector) with their own credential assessors as part of their recruitment and quality assurance departments. Finally, there are groups (mostly nongovernmental, voluntary organizations) whose role is to help immigrants, and it is possible that some of these are doing some academic credential assessment work.

The credential assessor's work is paid for by the client. The client (see A2 above) may be the applicant (an individual supplying a credential to be assessed) or an organization submitting the assessment request on behalf of the applicant. There is a significant number of credential assessments performed directly for individual clients who wish to have their existing credentials assessed or an evaluation made of a foreign credential they aspire to. It should be noted that although an academic credential assessor is making decisions about a document, like all professions, the consequences of his or her decisions can have significant impacts on individuals and organizations, both positive and negative.

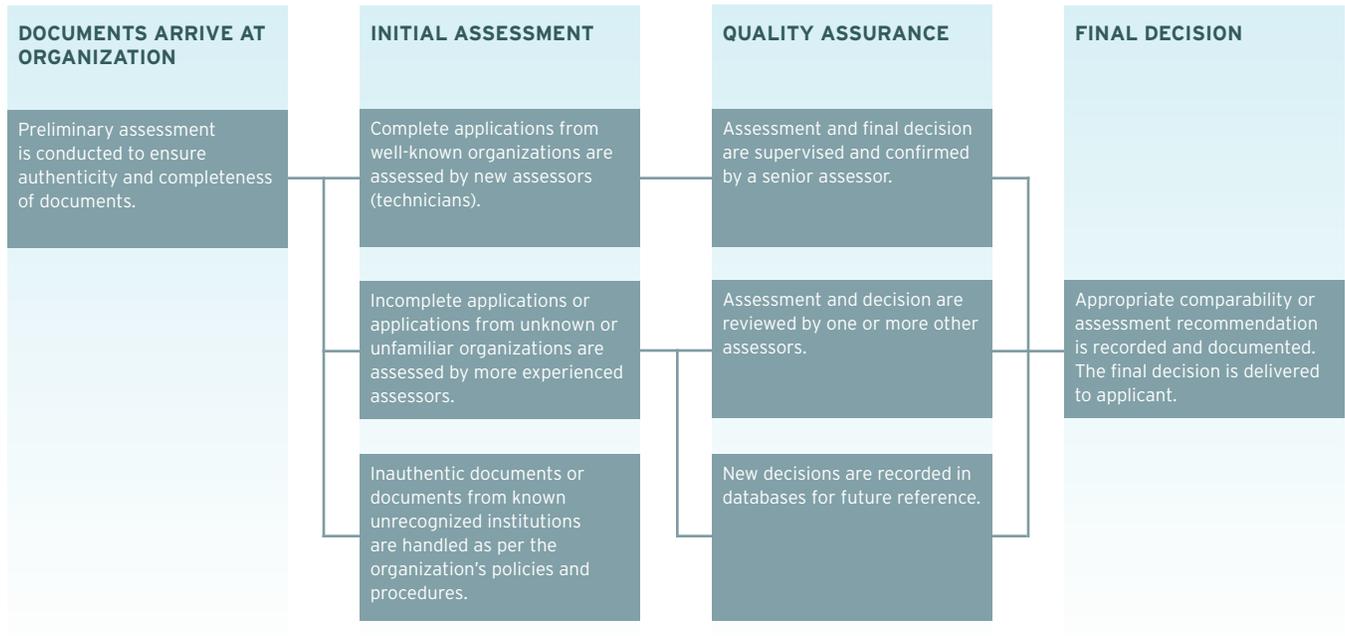
A competency profile is not the same as a job description or job-role profile, although they are intimately connected. A job-role profile describes what a particular job role is and is made up of all the different functions carried out in that job role. A competency profile comprises all the knowledge, skills, attitudes, and values (collectively referred to as a competency) that need to be integrated in order to be

able to perform that job role. In many cases, the same competency appears in several different functions (e.g., most functions require communication competency).

There is no single set of procedures to carry out an academic credential assessment. Even within one organization, assessors may do things in slightly different ways, and certainly this happens between different organizations, even when working to common quality assurance standards. The chart overleaf illustrates a typical process of academic credential assessment. Documentation is received and divided between experienced assessors and technicians or trainees. Easier cases are handled by the newest assessors, under the supervision of experienced assessors. Quality assurance is important, and cases are usually reviewed by a second assessor. The process can take up to six months, depending on the organization and the number of cases being analyzed at once. Not all credential assessment services are organized in this way. Smaller organizations, such as regulatory bodies, may employ only a few experienced assessors and no technicians or trainees.

Similarly, there is no single set of functions performed in equal measure by all academic credential assessors in Canada. However, it is likely that most or all academic credential assessors have similar competencies. This competency profile tries to identify and specify those competencies that are used by academic credential assessors in most organizations, expressing them in generic terms. We have given them direct relevance by providing some examples.





We have divided the competencies of academic credential assessors into three functional groups:

1. assessment
2. information management
3. communication

In addition, there are two more groups of competencies:

4. professional competencies (the generic functions common to all professions)
5. specialist competencies (the additional functions performed by those who have acquired additional expertise beyond basic competency, and so have become specialists or who have acquired management skills)



## ■ C. ATTITUDES AND VALUES OF AN ACADEMIC CREDENTIAL ASSESSOR

“A competency profile is all the knowledge, skills, attitudes, and values (collectively referred to as a competency) that need to be integrated in order to be able to perform that job role.”



### **C1. Duty to the applicant**

Academic credential assessors owe a duty of care to applicants. They must display a positive, helpful, and sensitive attitude to applicants, remembering that they may not have a good knowledge of Canada or its languages. Academic credential assessors must be continuously aware that the result of their decisions will directly affect the life chances of applicants, including their residency status, their ability to find meaningful employment, and their ability to support their families. They need to communicate with courtesy and sensitivity.

### **C2. Duty to the Canadian jurisdictions**

At the same time, academic credential assessors must not compromise public health and safety and the integrity of the education systems and professions of the provinces and territories of Canada, and must reach impartial, fair, transparent, and defensible decisions about academic credentials.

### **C3. Confidentiality**

Academic credential assessors must respect the confidentiality of individual applicants' personal information and ensure information about an individual is not disclosed to others except in specified circumstances and with the informed consent of the individual.

### **C4. Participation in continuous professional development**

Academic credential assessors have a responsibility to maintain competency in their field of practice and, to this end, must participate in continuous professional development throughout their working lives. Practitioners will keep their knowledge in their field of practice up to date and will extend their competencies as the demand for new services develops.

### **C5. Independence and impartiality**

Academic credential assessors should carry out their professional tasks without any form of discrimination because of age, ancestry, colour, citizenship, disability, family status, gender, marital status, place of origin, political beliefs, religion, sexual orientation, or source of income. They have the right to exercise personal judgment in the context of their responsibilities after taking into account all relevant circumstances, without any application of external influence. Advice and decisions should be given impartially and objectively, without pressure from external sources and without conflicts of interest.

### **C6. Honesty and integrity**

Academic credential assessors are required to act with honesty and integrity in their relationships with clients and others, including professional colleagues, and must not engage in any activity or behaviour that would be likely to bring their organization or profession into disrepute or undermine public confidence in the profession.

### **C7. Supervision of support staff**

Academic credential assessors who supervise others are required to ensure that any member of their team to whom a task is delegated has the competency (attitudes, knowledge, and skills) necessary to undertake that task effectively and efficiently. They should always provide appropriate supervision and support. The responsibility for a delegated task remains with the delegator.

### **C8. Compliance with codes of conduct and practice**

Academic credential assessors must comply with the provisions of relevant legislation and the provisions of codes of practice and standards relating to the professional services they provide.

### **C9. Professional indemnity insurance**

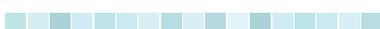
Self-employed academic credential assessors have an obligation to carry professional indemnity insurance at a level sufficient to ensure the client will be adequately compensated in the event of a justified claim arising as a result of the provision of their services. (It is expected that assessors who are not self-employed will be covered by their organization's insurance.)

### **C10. Conflicts with moral or religious beliefs**

In the event of conflicts with moral or religious beliefs arising from a request for the provision of an academic credential assessment, members of the profession have an obligation to provide information on where that service can most conveniently be obtained from a professional colleague. After agreeing to provide a service, academic credential assessors are bound to set aside any personal, religious, political, philosophical, or other convictions.

### **C11. Environment and sustainability**

Academic credential assessors should be aware of environmental issues; their actions should not lead to needless waste of energy, time, or other resources.



## ■ D. UNDERPINNING KNOWLEDGE FOR ALL ACADEMIC CREDENTIAL ASSESSOR COMPETENCIES

There is no single set of procedures or functions to carry out an academic credential assessment.



The following knowledge underpins all academic credential assessor competencies:

- the constitutional set-up of the provinces and territories within Canada, particularly with regard to immigration, education, and regulated occupations;
- educational systems of Canada, especially within their own province or territory;
- main features of the Lisbon Recognition Convention and the role of substantial differences;
- processes, documents, sources of reference in their organization (both formal and informal);
- quality assurance procedures for their organization.

**Functional Group 1: Assessment**  
**Underpinning knowledge requirements for all assessment competencies**

- purposes, outcomes, types, formats, and elements of learning and assessment;
- characteristics of the principal types of learning programs and academic and professional institutions;
- purposes, types, and elements of academic credentials and professional qualifications;
- legal framework of Canadian education, vocational education and training (VET), higher education, and professional regulation;
- Lisbon Recognition Convention and its related documents and agreements;
- awareness of the principal methodologies of credential assessment: their general purposes, principles, areas of application, benefits, limitations, and resource requirements;
- Pan-Canadian *Quality Assurance Framework* for the Assessment of International Academic Credentials and related documents and agreements;
- purposes, types, and elements of qualifications frameworks (including supranational, pan-Canadian, sectoral);
- purposes, types, and elements of quality assurance systems for learning and assessment in education, VET, higher education, and professional qualifications;
- nature of credential fraud;
- terminology of the profession (e.g., credential, qualification, certificate, diploma, degree, foundation degree, associate degree, level, credit, assessment, comparability, equivalence, nostrification).

**FUNCTIONAL GROUP 1: ASSESSMENT**

**Competency 1.1: Assess authenticity of a credential**

CORE	
7	Qualification level (Appendix I)
1	Relative importance (Appendix III)
A	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A1	Modified Bloom attitudes/values level (Appendix II)
d	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- Ensure all required documents are present.
- Determine that the appearance, format, and content of documents are appropriate, without signs of tampering or fabrication.
- Determine that the documents are mutually consistent.
- Verify that the documents were issued by the proper authority.
- Verify that the program was offered by the institution during the time specified.
- Report a fraudulent document in the required manner.
- Maintain up-to-date knowledge of current trends in document fraud.

**RANGE OF CIRCUMSTANCES:**

- documents: transcripts, certificates, translations, application forms, biographical data, verification letters, postal markings, waybills, dissertations, diplomas, degrees
- consistency: name, age/date, institution, subject, location, language, signature of authority





**KNOWLEDGE REQUIREMENTS:**

1. lists of accredited and/or government-recognized institutions
2. types and techniques of document fraud and its detection
3. security techniques for documents
4. trends in and prevalence of security issues
5. relevant national, cultural, and demographic issues
6. principal examples of idiosyncratic institutions and terminology

**SPECIFIC VALUES AND ATTITUDES:**

- Avoid prejudice.
- Decide issues on the specific facts.

**EXAMPLES:**

- example of idiosyncratic institutions: University of Cambridge Master of Arts degree
- example of idiosyncratic terminology: University of Oxford DPhil degree

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having been personally responsible for checking documents from at least 50 applicants in the last two years, from at least two foreign countries;
- a fraudulent document the candidate has detected in the course of work, with the supporting justification;
- an example of a report prepared by the candidate on a fraudulent document. (This can be for a document that was not encountered during the course of the candidate’s work if the candidate has no experience in that domain.)

**FUNCTIONAL GROUP 1: ASSESSMENT**

**Competency 1.2: Assess accuracy of translation**

CORE	
7	Qualification level (Appendix I)
1	Relative importance (Appendix III)
A	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A1	Modified Bloom attitudes/values level (Appendix II)
d	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Use the original documents and other sources to check the quality of translations.
- b. Recognize when to send the document and its translation to an appropriate expert for verification.
- c. Request the applicant or client to provide a fresh or improved translation if the original is not considered acceptable.
- d. Commission a fresh translation of a document from an appropriate expert.

**RANGE OF CIRCUMSTANCES:**

- i. document: transcript, credential, certificate, letter, testimonial
- ii. quality of translation: literal word-for-word translation, interpretative translation, incorrect translation of terms
- iii. appropriate expert: assessor who has the language skills for the document, in-house expert, external expert, contracted translator

**KNOWLEDGE REQUIREMENTS:**

1. common *faux ami* - words that appear similar but are used in a different way or have significant differences in meaning in the two languages
2. different calendar systems and their conversion.  
The assessor can verify the translation by applying





the rules of conversion. Errors in the translation and conversion may create misleading assessment results.

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- errors in the translation and conversion of calendar dates may create misleading assessment results (e.g.; Persian calendar, Julian calendar, Islamic calendar (among others) to Western calendar)

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having been personally responsible for checking document translations from at least 10 applicants in the last two years, from at least two foreign languages;
- an example of a report prepared by the candidate confirming acceptability or unacceptability of a translation, with the justification for this conclusion. (This can be specially prepared as evidence for assessment if the candidate is not required to produce such a report during the course of his or her work.)

**FUNCTIONAL GROUP 1: ASSESSMENT**

**Competency 1.3: Assess status of an institution using precedents**

CORE	
9	Qualification level (Appendix I)
2	Relative importance (Appendix III)
A	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S4	Modified Bloom skill level (Appendix II)
A1	Modified Bloom attitudes/values level (Appendix II)
d	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- Identify credential's issuing institution.
- Confirm the institution is not a diploma mill.
- Identify any relevant agreements relating to the institution's recognition or status.
- Identify previous decisions on recognition and status of the issuing institution on the appropriate databases.
- Decide on comparability or substantial differences of the issuing institution with respect to the relevant Canadian system.

**RANGE OF CIRCUMSTANCES:**

- issuing institution: academic institution, professional institution, awarding body; private, commercial, autonomous foundation, or public sector body; existing, merged/devolved, defunct
- recognition and status: formal recognition or approval by the relevant governmental body in the country; recognition by relevant professional, licensing, or regulatory bodies
- appropriate databases: in-house database, external database, in-house files, reference book

**KNOWLEDGE REQUIREMENTS:**

- significant characteristics that determine the status of an institution
- sources of information (databases and people) about institutions (including diploma mills)
- recognition that an institution's status is sometimes dependent on the date

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- none suggested

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having been personally responsible for checking the issuing institution's status from at least 50 applications in the last two years, from at least 10 foreign institutions;
- a write-up of the methodology and process followed, databases used, and outcomes achieved for the assessment of a particularly challenging institution.





**FUNCTIONAL GROUP 1: ASSESSMENT**

**Competency 1.4: Assess status of an institution in the absence of relevant precedents**

CORE	
10	Qualification level (Appendix I)
1	Relative importance (Appendix III)
0	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
w	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Identify credential's issuing institution.
- b. Confirm status of credential's issuing institution is not available on the appropriate databases.
- c. Obtain information relating to status of credential's issuing institution from appropriate sources.
- d. Write a report on comparability or substantial differences of an issuing institution.

**RANGE OF CIRCUMSTANCES:**

- i. issuing institution: academic institution, professional institution, awarding body; private, commercial, autonomous foundation, or public sector body; existing, merged/devolved, defunct
- ii. status: formal recognition or approval by the relevant governmental body in the country; recognition by relevant professional, licensing, or regulatory bodies
- iii. appropriate sources: in-house database, external database, in-house files, reference book
- iv. appropriate expert: in-house expert, expert in another credential assessment service, expert in the education system of that country, proper accrediting authority for institutions in that country

**KNOWLEDGE REQUIREMENTS:**

1. significant characteristics that determine the status of an institution
2. sources of information (databases and people) about institutions (including diploma mills)
3. recognition that an institution's status is sometimes dependent on the date

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- institutions the organization has not previously dealt with
- known institutions when there has been significant change in its external environment (e.g., change of status or recognition, change of ownership, change of legislation)
- known institutions when there has been significant change in its structure or operation (e.g., introduction of quality assurance procedures)

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having been personally responsible for checking the issuing institution's status (in the absence of a relevant precedent) from at least two foreign institutions;
- a write-up of the methodology and process followed, databases used, and outcomes achieved for the assessment of a particularly challenging institution;
- an example of a report prepared by the candidate confirming comparability or substantial differences in an issuing institution, with the justification for this conclusion. (This can be specially prepared as evidence for assessment if the candidate has not been required to produce such a report during the course of his or her work.)





**FUNCTIONAL GROUP 1: ASSESSMENT**

**Competency 1.5: Assess comparability of a foreign credential using precedents**

CORE	
9	Qualification level (Appendix I)
1	Relative importance (Appendix III)
A	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S4	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
w	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Ascertain the purpose of the assessment of the credential.
- b. Identify the appropriate comparable provincial/territorial academic credentials and their characteristics.
- c. Find the records of previous assessments that are directly comparable (precedents).
- d. Decide whether the precedent(s) is valid for this application.
- e. Seek additional advice and guidance from an appropriate expert where the assessor cannot be sure whether a difference is substantial.
- f. Write a report on comparability or substantial differences between the foreign credential and the provincial/territorial academic credential(s), with a reasoned justification.
- g. Submit the report on comparability or substantial differences to the appropriate stakeholders.
- h. Record and disseminate the results of the assessment in accordance with the organization's procedures.

**RANGE OF CIRCUMSTANCES:**

- i. appropriate expert: in-house expert, expert in another credential assessment service, expert in the education system of that country, proper accrediting authority for institutions in that country
- ii. stakeholders: the client, the applicant (if different from the client), appropriate experts, the candidate's line managers
- iii. PLAR (Prior Learning Assessment and Recognition) possibilities: acceptance of the foreign credential for full or partial exemption, acceptance of the foreign credential for full or partial credit transfer, potential for further assessment of formal/informal/non-formal learning through prior learning assessment systems

**KNOWLEDGE REQUIREMENTS:**

1. criteria for the existence of a substantial difference
2. characteristics of the education programs that exist in the province/territory of assessment, including the existence of relevant possibilities for PLAR

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- none suggested

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having been personally responsible for assessing the comparability of credentials from at least 50 applications in the last two years, from at least 10 foreign institutions, including at least five from countries with a language not known to the candidate;
- three contrasting examples of reports prepared by the candidate confirming comparability or substantial differences in academic credentials, with the justification for the conclusions, produced by the candidate during the course of his or her work;
- a write-up of the methodology and process followed, databases used, and outcomes achieved for the assessment of a particularly challenging academic credential.





**FUNCTIONAL GROUP 1: ASSESSMENT**

**Competency 1.6: Assess comparability of a foreign credential in the absence of relevant precedents**

CORE	
9	Qualification level (Appendix I)
1	Relative importance (Appendix III)
A	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S4	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
m	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Ascertain the purpose of the assessment of the credential.
- b. Identify the appropriate comparable provincial/territorial academic credentials and their characteristics.
- c. Confirm there are no directly comparable previous assessments (precedents).
- d. Compare and contrast the elements of the foreign credential with the provincial/territorial credentials.
- e. Seek additional advice and guidance from an appropriate expert when the assessor cannot be sure whether a difference is substantial.
- f. Write a report on comparability or substantial differences between the foreign credential and the provincial/territorial academic credential(s), with a reasoned justification.
- g. Submit the report on comparability or substantial differences to the appropriate stakeholders.
- h. Record and disseminate the results of the assessment in accordance with the organization’s procedures.

**RANGE OF CIRCUMSTANCES:**

- i. elements of a credential: level, workload, quality, format of learning program, grades, profile of learning program (e.g., focusing on theory, application, or research, often reflected in the component courses/modules and learning outcomes), purpose of credential, learning outcomes, PLAR possibilities
- ii. appropriate expert: in-house expert, expert in another credential assessment service, expert in the education system of that country, proper accrediting authority for institutions in that country
- iii. stakeholders: the client, the applicant (if different from the client), appropriate experts, the candidate’s line managers
- iv. PLAR possibilities: acceptance of the foreign credential for full or partial exemption, acceptance of the foreign credential for full or partial credit transfer, potential for further assessment of formal/informal/non-formal learning through prior learning assessment systems

**KNOWLEDGE REQUIREMENTS:**

1. criteria for the existence of a substantial difference
2. characteristics of the education programs that exist in the province/territory of assessment, including the existence of relevant possibilities for PLAR

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- credentials from institutions the organization has not previously dealt with
- credentials for new courses and learning programs from known institutions
- known credentials from known institutions when the entrance requirements or course content has changed

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having been personally responsible for assessing the comparability of credentials from at least two applications (which lack appropriate precedents) in the last two years;
- an example of a report prepared by the candidate confirming comparability or substantial differences of academic credentials (in the absence of appropriate





precedents), with the justification for the conclusions, produced by the candidate during the course of his or her work.

**FUNCTIONAL GROUP 1: ASSESSMENT**

**Competency 1.7: Describe educational programs**

OPTIONAL	
10	Qualification level (Appendix I)
2	Relative importance (Appendix III)
Y	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
m	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Ascertain the purpose and characteristics of the foreign educational program.
- b. Identify the comparable provincial/territorial academic programs and their characteristics.
- c. Compare and contrast the foreign educational program with the provincial/territorial academic programs to identify any substantial differences.
- d. Seek additional advice and guidance from an appropriate expert where the assessor cannot be sure whether a difference is substantial.
- e. Write a report on comparability or substantial differences between the foreign credential and the provincial/territorial academic credential(s).
- f. Submit the report on comparability or substantial differences to the appropriate stakeholders.
- g. Record and disseminate the results of the assessment in accordance with the organization’s procedures.

**RANGE OF CIRCUMSTANCES:**

- i. characteristics of an educational program: level of education, workload, quality, quality assurance, purpose, target group, format of program delivery,

- grades, educational ladder (progression routes), entry requirements, learning outcomes, recognition/ rights within country of origin, number of years studied, credentials, PLAR possibilities
- ii. appropriate expert: in-house expert, expert in another credential assessment service, expert in the education system of that country, proper accrediting authority for institutions in that country
- iii. stakeholders: the client, the applicant (if different from the client), appropriate experts, the candidate’s line managers and colleagues
- iv. PLAR possibilities: acceptance of the foreign credential for full or partial exemption, acceptance of the foreign credential for full or partial credit transfer, potential for further assessment of formal/informal/non-formal learning through prior learning assessment systems without attending a formal education program

**KNOWLEDGE REQUIREMENTS:**

1. criteria for the existence of a substantial difference
2. characteristics of the education programs that exist in the province/territory of assessment, including the existence of relevant possibilities for PLAR

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- researching and describing the state tertiary education programs of Bangladesh
- identifying the various streams of education within a country (e.g.; technical, vocational, university, apprenticeship)

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having been personally responsible for describing at least two educational programs in the last two years, including at least one from a country with a language not known to the candidate;
- two examples of reports prepared describing academic programs, with the justification for the conclusions, produced by the candidate during the course of his or her work.





**Functional Group 2: Information management**  
**Underpinning knowledge requirements for**  
**all information management competencies**

- advanced computer literacy;
- principles of data classification, storage, and retrieval;
- different forms of information management systems (e.g., computer-based, paper files);
- privacy and data protection legislation and how they affect academic credential assessment;
- your organization’s policies, procedures, and requirements for data protection and security;
- principles and terminology of computer database structures.

**FUNCTIONAL GROUP 2: INFORMATION MANAGEMENT**  
**Competency 2.1: Use databases**

CORE	
<b>7</b>	Qualification level (Appendix I)
<b>3</b>	Relative importance (Appendix III)
<b>D</b>	Frequency (Appendix III)
<b>K5</b>	Modified Bloom knowledge level (Appendix II)
<b>S4</b>	Modified Bloom skill level (Appendix II)
<b>A3</b>	Modified Bloom attitudes/values level (Appendix II)
<b>w</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Determine what information is required and which database(s) will be used.
- b. Set up and use the database.
- c. Check that up-to-date versions of software and data are being used.
- d. Process the data to provide the information and database formats required.
- e. Create a suitable report format for the queries.
- f. Check for consistency and apparent validity.
- g. Incorporate the results into the assessment/survey with appropriate comments about reliability.

- h. Store and document files in a way that allows them to be understood and used by others.
- i. Operate appropriate security and backup procedures.

**RANGE OF CIRCUMSTANCES:**

- i. sources of information: explanatory digests, reference books, on-line databases
- ii. database set-up: equipment, software, subscriptions, passwords, etc.

**KNOWLEDGE REQUIREMENTS:**

1. awareness of the principal databases used by the organization: their general purposes, principles, areas of application, benefits, limitations, and resource requirements
2. structure, coding, definitions, etc., of the data
3. checks for consistency, validity, and integrity of data

**SPECIFIC VALUES AND ATTITUDES:**

- attention to detail
- right first time

**EXAMPLES:**

- being able to accurately enter, maintain, update, and manage data within the assessment agency’s database
- accurately updating and analyzing assessments according to the history of institutions, their year of foundation, periods of civil conflict, institutions merging
- reporting on all inconsistencies and errors within the database

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having personally used databases as part of his or her work assessing the comparability of credentials, at least 20 applications in the last two years, from at least 10 foreign institutions, including at least five from countries with a language not known to the candidate;
- a write-up of the methodology and process followed, databases used, and outcomes achieved for the assessment of a particularly challenging academic credential.





**FUNCTIONAL GROUP 2: INFORMATION MANAGEMENT**  
**Competency 2.2: Maintain records and statistics**

CORE	
7	Qualification level (Appendix I)
3	Relative importance (Appendix III)
A	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
d	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Receive, unpack, check, and record incoming documents in accordance with the organization's procedures.
- b. Identify appropriate destination for incoming documents.
- c. Safeguard documents to ensure their security and confidentiality.
- d. Distribute or store incoming documents in accordance with the organization's procedures.
- e. Pack and send all outgoing documents to ensure their safe arrival.
- f. Ensure all statistical returns are made accurately, in the correct format, and on time.

**RANGE OF CIRCUMSTANCES:**

- i. documents: electronic files (e-mails, ect.), electronic media (floppy disks, CDs, flash disks, hard disks), hard copies (letters, original documents, faxes, copies, checks)
- ii. appropriate destination: someone within the organization, someone outside the organization or at another site, a storage facility, a particular section/department
- iii. security and confidentiality: protection from loss, damage, decay, corruption, unauthorized access, theft

- iv. statistical returns: factual information, decisions, opinions, notifications of incomplete documentation

**KNOWLEDGE REQUIREMENTS:**

1. organization's policies and procedures
2. organization's structure (hierarchy) and the different functions, resources, and responsibilities of each relevant part
3. organization's classification, filing, and coding systems
4. appropriate means of safeguarding/packing documents for storage or onward transmission

**SPECIFIC VALUES AND ATTITUDES:**

- respect for the applicant and his or her accomplishments

**EXAMPLES:**

- receiving an application for assessment, checking that all required documents are present, recording receipt, passing payment cheque immediately to finance officer and obtaining receipt, preparing acknowledgement letter to applicant, and forwarding all documentation for assessment

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having worked with all the main types of documents;
- correct handling of documents sent to other sites, sent to other people or departments at the same site, and retained by the candidate.





**FUNCTIONAL GROUP 2: INFORMATION MANAGEMENT**

**Competency 2.3: Analyze information from diverse sources**

CORE	
9	Qualification level (Appendix I)
3	Relative importance (Appendix III)
0	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
m	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Identify the types of information that will be useful.
- b. Select the sources of information that will need investigating and prioritize them.
- c. Design the data structure and classification definitions.
- d. Test the process with a limited pilot.
- e. Contact people and organizations who may be able to supply the information, provide them with clear instructions and a time-limited request for the information, and politely remind them until they deliver.
- f. Protect the identities and personal details of informants and the subjects of the data.
- g. Check incoming data for accuracy and consistency; correct errors.
- h. Analyze and synthesize the data.
- i. Summarize information that is valid, reliable, and relevant.
- j. Identify changing, emerging, and new trends.
- k. Contribute to recommendations for future strategy.
- l. Canvass the opinions of experts to validate the data and inform judgments.
- m. Make the data available to others.
- n. Maintain courteous relations with individuals in diverse countries and institutions.

**RANGE OF CIRCUMSTANCES:**

- i. sources of information: explanatory digests, reference books, on-line databases
- ii. data structure and classification definitions: standard parameters
- iii. database: table in Microsoft Word, spreadsheet, database program

**KNOWLEDGE REQUIREMENTS:**

1. organization’s policies and procedures for data collection and storage
2. organization’s classification, filing, and coding systems
3. appropriate means of safeguarding data for storage or onward transmission
4. awareness of the principal databases used by the organization: their structure, coding, definitions, etc. of the data
5. procedures for checking for consistency, validity, and integrity of data

**SPECIFIC VALUES AND ATTITUDES:**

- attention to detail
- commitment to importance of keeping accurate and complete documentation that can be used by others

**EXAMPLES:**

- assembling data for Competency 1.4 (Assess status of an institution in the absence of relevant precedents), Competency 1.6 (Assess comparability of a foreign credential in the absence of relevant precedents), or Competency 1.7 (Describe educational programs), or Competency 2.4 (Create resources for credential assessment)

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- a report prepared by him or herself assembling information from a mix of original and secondary sources;
- a self-prepared, new set of data in a comparative table or spreadsheet. (It is not necessary to create a custom-built database.)





**FUNCTIONAL GROUP 2: INFORMATION MANAGEMENT**

**Competency 2.4 Create resources for credential assessment**

OPTIONAL	
11	Qualification level (Appendix I)
3	Relative importance (Appendix III)
R	Frequency (Appendix III)
K6	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
y	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Identify ways in which assessments can be made more consistent and/or efficient.
- b. Identify information on academic credential assessment decisions that could be more readily available.
- c. Contribute to advances in knowledge/theory and professional practice.
- d. Develop and test new tools and resources.
- e. Enable others to use new tools and resources.
- f. Maintain and enhance existing tools and resources.
- g. Resolve ownership and intellectual-property-rights issues regarding the new tool/resource and the data held in it.

**RANGE OF CIRCUMSTANCES:**

- i. new tools and resources: for use by academic credential assessors, professional bodies, licensing/regulatory bodies, academic institutions, awarding bodies, employers, individuals
- ii. new tools and resources: to facilitate accessing decisions by others, to promote consistent use of precedents, to accelerate awareness of issues/problems, to avoid duplication/inconsistency
- iii. creation of resources: as part of a team, as specialist input to a team, alone

**KNOWLEDGE REQUIREMENTS:**

1. organization's policies and procedures for data collection and storage
2. organization's classification, filing, and coding systems
3. appropriate means of safeguarding data for storage or onward transmission
4. awareness of the principal databases used by the organization: their structure, coding, definitions, etc. of the data
5. awareness of intellectual property rights issues

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- creating and documenting a database to store new data and entering data into it
- releasing pamphlets or documentation on academic credential assessment procedures and/or practices
- preparing and providing presentations to other professionals in the industry both within Canada and internationally

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- having been involved in creating a new tool/resource for credential assessment or a significant upgrade of an existing tool/resource, including a diary of significant events, a copy of its documentation/manual, a copy of its output, or other evidence of its outcomes;
- an example of the new resource, publicity material for it, and its outcomes/products;
- letters of support and endorsement of the new tool/resource from users.





**Functional Group 3: Communication**  
**Underpinning knowledge requirements for all communication competencies**

- characteristics of different channels of communication and how to select the most appropriate channels;
- how to access and use the principal channels of communication most effectively;
- how to avoid the principal dangers associated with each channel of communication;
- culturally appropriate and inappropriate modes of expression for the major client groups: how to be courteous and avoid giving offence or upset.

**FUNCTIONAL GROUP 3: COMMUNICATION**  
**Competency 3.1: Communicate with client/applicant**

CORE	
<b>8</b>	Qualification level (Appendix I)
<b>3</b>	Relative importance (Appendix III)
<b>D</b>	Frequency (Appendix III)
<b>K5</b>	Modified Bloom knowledge level (Appendix II)
<b>S3</b>	Modified Bloom skill level (Appendix II)
<b>A3</b>	Modified Bloom attitudes/values level (Appendix II)
<b>w</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Identify the nature of the client/applicant and use appropriate vocabulary.
- b. Identify all the points that need to be conveyed in the message.
- c. Express difficult decisions in language foreign clients/applicants will understand.
- d. Decide on the appropriate channel to convey the message.
- e. Draft a written communication to the client/applicant, with good sentence construction and grammar.

- f. Make a note of any conversation and distribute/store it appropriately.
- g. Have a conversation with the client/applicant to acquire and/or deliver information, obtain a decision, or reach agreement.
- h. Deal with difficult clients or difficult messages in a calm, professional manner.

**RANGE OF CIRCUMSTANCES:**

- i. client/applicant may have difficulty communicating in either English or French
- ii. client/applicant may not be aware of the terminology or concepts of academic credential assessment
- iii. appropriate channel: formal letter, e-mail, Internet live chat, Skype/telephone
- iv. conversation: Internet live chat, telephone call, teleconference, Skype video call

**KNOWLEDGE REQUIREMENTS:**

1. appropriate ways to express and explain concepts and decisions so they can be understood by clients
2. organization's policy on choice of channel

**SPECIFIC VALUES AND ATTITUDES:**

- The academic credential assessor should convey the message clearly with the minimum upset to the client.

**EXAMPLES:**

- acknowledging receipt of a client/applicant's application and/or documents
- requesting additional materials
- replying to a letter of complaint
- reporting on an educational program
- communicating a decision on comparability of a qualification

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- report on an educational program drafted by the candidate;
- decision letter drafted by the candidate to a client confirming the credential fulfills the criteria;
- decision letter drafted by the candidate to a client explaining why the credential does not fulfill the criteria.





**FUNCTIONAL GROUP 3: COMMUNICATION**  
**Competency 3.2: Communicate with other education, assessment, and credential professionals**

CORE	
<b>8</b>	Qualification level (Appendix I)
<b>1</b>	Relative importance (Appendix III)
<b>A</b>	Frequency (Appendix III)
<b>K5</b>	Modified Bloom knowledge level (Appendix II)
<b>S3</b>	Modified Bloom skill level (Appendix II)
<b>A3</b>	Modified Bloom attitudes/values level (Appendix II)
<b>m</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Use appropriate vocabulary and correct grammar.
- b. Identify all the points that need to be conveyed in the message.
- c. Express complex issues clearly, recognizing and respecting cultural milieu and protocols.
- d. Decide on the appropriate channel to convey the message.
- e. Draft a written communication to another education, assessment, or credential professional.
- f. Have a conversation to obtain a decision or reach agreement.
- g. Record the important elements of conversations with other professionals.
- h. Take part in a technical meeting.
- i. Prepare and make a technical presentation using visual aids, keeping to time.
- j. Prepare accurate agendas and minutes of a technical meeting.

**RANGE OF CIRCUMSTANCES:**

- i. The other professionals may have difficulty communicating in either English or French.
- ii. The other professionals may not be aware of certain terminology or concepts of academic credential

assessment or may use different terminology within their organization.

- iii. appropriate channel: formal letter, e-mail, Internet live chat, Skype/telephone
- iv. conversation: Internet live chat, telephone call, teleconference, Skype video call
- v. visual aids: flip chart, whiteboard, or equivalent; computer presentation slides using Microsoft PowerPoint or equivalent; physical examples

**KNOWLEDGE REQUIREMENTS:**

1. making technical presentations
2. preparing Microsoft PowerPoint slides, including use of graphics and animation
3. using computers, word processing

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- minutes of a meeting
- discussion paper for a meeting

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- a report and a technical letter drafted by the candidate;
- two requests for technical information drafted by the candidate to another professional in another country with a different language;
- notes to record a technical conversation with another credential assessor drafted by the candidate;
- visual aids and speaker notes prepared by the candidate and used at a technical meeting.





**FUNCTIONAL GROUP 3: COMMUNICATION**

**Competency 3.3: Communicate in English or French**

CORE	
6	Qualification level (Appendix I)
3	Relative importance (Appendix III)
D	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
m	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Read and understand specialized articles and technical reports in English or French concerned with academic credential assessment.
- b. Write clear, detailed English or French text on a wide range of subjects related to academic credential assessment. Write an official letter or report, passing on information or giving reasons in support of or against a particular point of view.
- c. Converse in English or French with a degree of fluency and spontaneity that makes regular interaction with native speakers possible. Take an active part in discussion in familiar contexts, accounting for and sustaining your views.

**RANGE OF CIRCUMSTANCES:**

- i. conversation: Internet live chat, telephone call, teleconference, Skype video call

**KNOWLEDGE REQUIREMENTS:**

1. terminology and usage of academic credential assessment in English or French

**SPECIFIC VALUES AND ATTITUDES:**

- The academic credential assessor should communicate confidently in English or French.

**EXAMPLES:**

- none suggested

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- ability to discuss credential assessment matters face to face in English or French;
- writing skills - a document prepared by the candidate of at least 1,000 words in English or French.

**Functional Group 4: Professional competencies**  
**Underpinning knowledge requirements for all professional competencies**

- attitudes and values required of an academic credential assessor (see sections CI to CII on page 12);
- Lisbon Recognition Convention and its related documents and agreements;
- Pan-Canadian *Quality Assurance Framework* for the Assessment of International Academic Credentials and related documents and agreements.

**FUNCTIONAL GROUP 4: PROFESSIONAL COMPETENCIES**

**Competency 4.1: Engage in professional and ethical practice**

CORE	
8	Qualification level (Appendix I)
4	Relative importance (Appendix III)
D	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A4	Modified Bloom attitudes/values level (Appendix II)
m	Difficulty (Appendix III)





**PERFORMANCE CRITERIA:**

- a. Project a professional image.
- b. Provide good solutions to problems that do not yet have standard solutions.
- c. Avoid conflicts of interest and giving unfair advantage.
- d. Comply with legislation.
- e. Demonstrate consistent and ethical behaviour.
- f. Keep your own professional skills up to date.
- g. Promote environmental responsibility and health and safety at work.
- h. Promote equality of opportunity and diversity.

**RANGE OF CIRCUMSTANCES:**

- i. professional image: appearance, spoken and written communication, body language, workstation

**KNOWLEDGE REQUIREMENTS:**

- 1. professional code of practice
- 2. professional development requirements for your professional body
- 3. sources of appropriate feedback, information, advice, and guidance

**SPECIFIC VALUES AND ATTITUDES:**

- Protect the interests of the public.
- Protect the clients' interests.
- Do not bring yourself or your associates into disrepute.

**EXAMPLES:**

- none suggested

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- sponsorship by at least two supervisor(s), manager(s), or mentor(s) who have known the candidate at work for at least the last two years. Sponsors should formally confirm (e.g., by signing those parts of the candidate's résumé they have personally observed and providing a written endorsement of the candidate's application) that in their opinion, the candidate has achieved the standard of professional behaviour expected of an academic credential assessor.

**FUNCTIONAL GROUP 4: PROFESSIONAL COMPETENCIES**

**Competency 4.2: Develop yourself**

**CORE**

<b>8</b>	Qualification level (Appendix I)
<b>3</b>	Relative importance (Appendix III)
<b>0</b>	Frequency (Appendix III)
<b>K5</b>	Modified Bloom knowledge level (Appendix II)
<b>S3</b>	Modified Bloom skill level (Appendix II)
<b>A4</b>	Modified Bloom attitudes/values level (Appendix II)
<b>m</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Clarify your professional requirements, personal development aims, and objectives.
- b. Identify sources of relevant feedback, information, advice, and guidance.
- c. Accept suggestions for personal improvement from sources of relevant feedback.
- d. Review your personal and professional experiences.
- e. Appraise your personal competency profile, strengths, and preferences.
- f. Identify your competency needs and goals.
- g. Assess what helps/hinders your development.
- h. Prepare a personal development plan.
- i. Take part in learning experiences.
- j. Monitor, record, and review your development.
- k. Develop your personal networks.

**RANGE OF CIRCUMSTANCES:**

- i. professional requirements: for initial licence/qualification, for maintaining licence/qualification, for continuing professional development, for career advancement, for improved job performance/satisfaction
- ii. sources of relevant feedback: family, friend, colleague, manager, team member, mentor, trainer/teacher, professional counsellor
- iii. learning experiences: formal courses, new





experiences, special project, additional role/responsibility, reflection on performance and change, reading, meetings, workshops, conferences, steering groups, preparing and delivering presentations, performance appraisals, all sources of feedback

**KNOWLEDGE REQUIREMENTS:**

1. learning styles, your preferred learning style, preferred learning experiences
2. professional development requirements for your professional body
3. sources of appropriate feedback, information, advice, and guidance

**SPECIFIC VALUES AND ATTITUDES:**

- Be willing to learn from your own experience.
- Be willing to learn from the experience of others.
- Encourage candid feedback.

**EXAMPLES:**

- acting as secretary to a working group
- undertaking a special project in a new field
- attending a short course
- reading technical journals, books, Web sites
- engaging in technical discussions with others involved in academic credentials (e.g., university teachers, assessors/examiners, employers, colleagues)
- writing for technical journals, books, Web sites
- preparing an article, publication, presentation, or course on a technical subject
- working as a volunteer in an unfamiliar setting

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- current and past personal development plans;
- personal development record showing at least five days per year (or equivalent spare-time activity) of continuing professional development activity in accordance with the requirements for continuing professional membership of the professional body (if any).

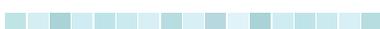
**FUNCTIONAL GROUP 4: PROFESSIONAL COMPETENCIES**

**Competency 4.3: Help others to develop**

CORE	
<b>8</b>	Qualification level (Appendix I)
<b>3</b>	Relative importance (Appendix III)
<b>0</b>	Frequency (Appendix III)
<b>K5</b>	Modified Bloom knowledge level (Appendix II)
<b>S3</b>	Modified Bloom skill level (Appendix II)
<b>A4</b>	Modified Bloom attitudes/values level (Appendix II)
<b>m</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Build communication and trust with others.
- b. Explore others' goals and options in order to clarify their expectations and intended outcomes.
- c. Identify their sources of relevant feedback, information, advice, and guidance.
- d. Identify their professional requirements and personal interests.
- e. Help to identify their competency needs and goals.
- f. Help them to prepare a personal development plan.
- g. Help to provide them with learning opportunities.
- h. Provide feedback in a non-threatening and supportive manner.
- i. Encourage them to ask questions and seek clarification and advice when they need help and during learning activities.
- j. Help team members address problems affecting their performance.
- k. Develop your own personal networks.
- l. Reflect on and develop your own coaching or mentoring competence.
- m. Provide support for other managers, coaches, or mentors.
- n. Review your personal and professional experiences.
- o. Make your professional experiences available to others so they may learn from them.





**RANGE OF CIRCUMSTANCES:**

- i. professional requirements: for induction, initial licence/qualification, maintaining licence/qualification, continuing professional development, career advancement, improved job performance/satisfaction
- ii. sources of relevant feedback: family, friend, colleague, manager, team member, mentor, trainer/teacher, professional counsellor
- iii. learning experiences: formal courses, new experiences, special project, additional role/responsibility, reflection on performance and change, reading, meetings, workshops, conferences, steering groups, preparing and delivering presentations, performance appraisals, all sources of feedback
- iv. mentor: informal, friendly and sustained support; formal appointment as a supportive role (outside the line-manager role); either informal or formal mentoring outside the organization (extracurricular, private, voluntary activities)

**KNOWLEDGE REQUIREMENTS:**

1. organizational policies, procedures, and ethical frameworks for coaching and mentoring
2. how people learn and develop, and how you can help them to learn and develop

**SPECIFIC VALUES AND ATTITUDES:**

- Mentors recognize that the mentee's interests are paramount.
- Help others to learn from your experience.
- Mentors are committed to being a role model and displaying exemplary behaviour.
- Mentors encourage candid feedback.

**EXAMPLES:**

- providing a safe environment in which to discuss weaknesses or failures
- explaining the reasons behind a decision
- providing additional responsibilities to a team member (e.g., organizing a meeting or event, acting as secretary to a group, being responsible for monitoring an emerging technology)
- discussing work-related matters in a non-work setting (e.g., when travelling)
- using performance appraisals for developmental purposes

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- witness testimony by a subordinate/team member of informal mentor behaviour sustained over at least six months;
- witness testimony by a subordinate/team member of formal coaching/mentoring activity over at least six months.

**FUNCTIONAL GROUP 4: PROFESSIONAL COMPETENCIES**

**Competency 4.4: Customer service**

CORE	
<b>4</b>	Qualification level (Appendix I)
<b>3</b>	Relative importance (Appendix III)
<b>D</b>	Frequency (Appendix III)
<b>K5</b>	Modified Bloom knowledge level (Appendix II)
<b>S3</b>	Modified Bloom skill level (Appendix II)
<b>A4</b>	Modified Bloom attitudes/values level (Appendix II)
<b>w</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Recognize that each customer is different and treat him or her as an individual.
- b. Show customers respect at all times and under any circumstance.
- c. Recognize how customers are feeling and respond accordingly.
- d. Adapt your behaviour to give a good customer-service impression.
- e. Deliver reliable customer service.
- f. Do something more than the customer expects when the opportunity exists.
- g. Deal effectively with customers across a language divide.
- h. Recognize and deal effectively with customer queries, requests, and problems.
- i. Deliver customer service to difficult customers.
- j. Work with others to improve customer service.





- k. Receive and record customer complaints.
- l. Remedy customer complaints where justified and practical, and/or report to appropriate management.

**RANGE OF CIRCUMSTANCES:**

- i. customer: external customers (client, applicant, other assessment agency), internal customers (colleague, team leader, manager, other member of organization)

**KNOWLEDGE REQUIREMENTS:**

- 1. organization’s standard terms of trade, standing orders, code of practice

**SPECIFIC VALUES AND ATTITUDES:**

- Protect the long-term interests of the organization.
- Protect the customers’ interests.
- Do not bring yourself or your organization into disrepute.

**EXAMPLES:**

- none suggested

**ASSESSMENT CRITERIA**

NOTE: It is probable that suitable customer service credentials already exist, created for other sectors. It is not necessary to develop a specific award for the academic credential assessor.

**Functional Group 5: Specialist competencies underpinning knowledge requirements for all specialist competencies**

- NOTE: These are specialist competencies. There are no knowledge requirements common to all of the competencies in this functional group.

**FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES  
Competency 5.1: Specialize in specific national education systems**

ADDITIONAL	
<b>11</b>	Qualification level (Appendix I)
<b>4</b>	Relative importance (Appendix III)
<b>R</b>	Frequency (Appendix III)
<b>K6</b>	Modified Bloom knowledge level (Appendix II)
<b>S3</b>	Modified Bloom skill level (Appendix II)
<b>A3</b>	Modified Bloom attitudes/values level (Appendix II)
<b>y</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

For the specified country (countries):

- a. Establish direct communication with professionals in the education and credential systems.
- b. Identify, categorize, and facilitate access to sources of information about current and past education and credential systems.
- c. Identify areas of comparability and sources of substantial difference between the principal academic credentials and comparable Canadian credentials.
- d. Provide advice to other credential assessors.
- e. Facilitate agreements on recognition of academic credentials.





**RANGE OF CIRCUMSTANCES:**

- i. sources of information: explanatory digests, original texts (of laws, agreements, charters, regulations, etc.), reference books, on-line databases, glossaries, address lists, records of assessments of the country’s credentials
- ii. advice: on credentials, documents, translation, status of institutions, substantial differences, recognition agreements, educational programs
- iii. advice: may be in response to a request, unsolicited information all credential assessors should be made aware of, in a course or learning program, in a publication or explanatory notes
- iv. explanatory notes: principal aspects to consider when considering credentials from the specified country, where to obtain further information and assistance

**KNOWLEDGE REQUIREMENTS:**

For the specified country (countries):

1. current and past education systems for primary, secondary, VET, and higher education: institutional set-up, typical institutions and their characteristics, typical teaching and assessment styles, regional/ linguistic variations, awarding bodies, assessment centres and assessors, numbers and locations
2. principal and typical current and past academic credentials: pre-requirements, requirements for successful achievement, nature/rigour/reliability of assessment, marking/grading systems, examples of their documents, content of their records and how to access them, dates and numbers
3. regulatory and quality assurance systems, institutional set-up and contact persons, availability and reliability of records, security systems and known breaches, extent of fraud and its principal forms
4. understanding of cultural issues, systems for personal names and identity numbers, typical attitudes toward fraud and deception, circumstances under which documents may be unavailable
5. any recognition agreements

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- specialist for the organization on Chinese academic credentials
- specialist for the organization on European credentials

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- a network of at least four professional contacts in the education and credential systems in the country (countries) in question;
- an example of a briefing note, decision, or advice; a new resource, course materials, publicity material, or similar that the candidate has prepared, related to assessment of academic credentials from the country (countries) in question;
- letters of support and endorsement of the candidate’s expertise from users.

**FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES**

**Competency 5.2: Specialize in specific occupational sectors**

**ADDITIONAL**

<b>10</b>	Qualification level (Appendix I)
<b>4</b>	Relative importance (Appendix III)
<b>R</b>	Frequency (Appendix III)
<b>K6</b>	Modified Bloom knowledge level (Appendix II)
<b>S3</b>	Modified Bloom skill level (Appendix II)
<b>A3</b>	Modified Bloom attitudes/values level (Appendix II)
<b>y</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

For the specified sector(s):

- a. Establish direct communication with human resource, education, and training professionals in the sector’s education and credential systems.





- b. Identify, categorize, and facilitate access to sources of information about current and past education and credential systems.
- c. Identify areas of comparability and sources of substantial difference between the principal academic credentials and comparable provincial/territorial credentials.
- d. Provide advice to other credential assessors.
- e. Facilitate agreements on recognition of academic credentials and qualifications.

**RANGE OF CIRCUMSTANCES:**

- i. organizations: government bodies, regulators, trade associations, trades unions, employers associations, professional institutions, education and training providers, awarding bodies, large employers
- ii. sources of information: explanatory digests, original texts (of laws, agreements, charters, regulations, etc.), reference books, on-line databases, glossaries, address lists, records of assessments of the sector's credentials
- iii. advice: on credentials, documents, translation, status of institutions, substantial differences, recognition agreements, educational programs
- iv. advice: may be in response to a request, unsolicited information all credential assessors should be made aware of, in a course or learning program, in a publication or explanatory notes
- v. explanatory notes: principal aspects to consider when considering credentials from the specified sector, where to obtain further information and assistance

**KNOWLEDGE REQUIREMENTS:**

For the specified sector(s):

- 1. principal activities, subsectors, products, and services provided by the sector
- 2. principal occupations, entry and advancement routes, and their distinguishing functions and expertise
- 3. relevant current and past education and training systems for apprenticeships, VET, and higher education: institutional set-up; typical institutions and their functions; typical learning, teaching, and assessment styles; regional/linguistic variations; awarding bodies; assessment centres and assessors; numbers and locations

- 4. principal and typical current and past qualifications, licences, and credentials: institutional set-up, pre-requirements, requirements for successful achievement, nature/rigour/reliability of assessment, marking/grading systems, examples of their documents, content of their records and how to access them, dates and numbers
- 5. legal, regulatory, licensing, and quality assurance systems, institutional set-up and contact persons, availability and reliability of records, security systems and known breaches, extent of fraud and its principal forms
- 6. principal stakeholders and their representative bodies: government bodies, regulators, trade associations, trades unions, employers associations, professional institutions, education and training providers, awarding bodies, large employers
- 7. any recognition agreements

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

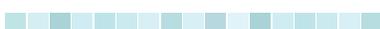
**EXAMPLES:**

- specialist for the organization on academic credentials for biology
- specialist for the organization on engineering credentials

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- a network of at least four professional contacts in the education and credential systems in the sector;
- an example of a briefing note, decision, or advice; a new resource, course materials, publicity material, or similar that the candidate has prepared, related to assessment of academic credentials from the sector;
- letters of support and endorsement of the candidate's expertise from users.





**FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES**  
**Competency 5.3: Master additional languages**

ADDITIONAL	
10	Qualification level (Appendix I)
4	Relative importance (Appendix III)
R	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S3	Modified Bloom skill level (Appendix II)
A3	Modified Bloom attitudes/values level (Appendix II)
m	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

In the specified language:

- a. Read documents and databases related to academic credential assessment.
- b. Write clear, simple text related to academic credential assessment.
- c. Write a simple official letter requesting or passing on information.
- d. Converse using everyday or job-related language.
- e. Speak in clear, standard speech on familiar matters regularly encountered.
- f. Participate in discussion of professional interest when the delivery is relatively slow and clear.
- g. Translate clear, simple English and/or French text related to academic credential assessment from or to your specified language.
- h. Interpret between your specified language and English and/or French.

**RANGE OF CIRCUMSTANCES:**

- i. documents and databases: transcripts, certificates, biographical data, Web page, reference book, simple official letter

**KNOWLEDGE REQUIREMENTS:**

1. basic knowledge of the written and spoken language
2. vocabulary of everyday or job-related words
3. *faux ami* among everyday or job-related words between different languages
4. how to produce all the written characters in Microsoft Word or e-mail

**SPECIFIC VALUES AND ATTITUDES:**

- none suggested

**EXAMPLES:**

- specialist for the organization on documentation written in the Russian language
- specialist for the organization on documentation written in Indian languages

**ASSESSMENT CRITERIA:**

The candidate should submit evidence of the following:

- a credential or letter translated from the specified language into English/French by the candidate;
- a simple letter written in the specified language by the candidate;
- a network of at least two professional contacts in the education and credential systems using the language;
- an example of a briefing note, decision, or advice; a new resource, course materials, publicity material, or similar that the candidate has prepared, related to assessment of academic credentials written in the language;
- letters of support and endorsement of the candidate’s language expertise from users.





**FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES**

**Competency 5.4: Lead a team**

ADDITIONAL	
<b>8</b>	Qualification level (Appendix I)
<b>2</b>	Relative importance (Appendix III)
<b>D</b>	Frequency (Appendix III)
<b>K6</b>	Modified Bloom knowledge level (Appendix II)
<b>S3</b>	Modified Bloom skill level (Appendix II)
<b>A3</b>	Modified Bloom attitudes/values level (Appendix II)
<b>m</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Review assessment decisions made by assessors in your team.
- b. Provide leadership for a team.
- c. Provide a proactive channel of communication between the team and those outside the team.
- d. Lead team meetings.
- e. Allocate and check work within a team.
- f. Make effective decisions.
- g. Support teamwork and virtual working.
- h. Encourage innovation within a team.
- i. Develop productive working relationships with colleagues.
- j. Ensure compliance with legal and regulatory requirements within a team.
- k. Manage quality systems in the team.

**RANGE OF CIRCUMSTANCES:**

- i. meetings: face to face, virtual
- ii. teams: at least two people performing interdependent tasks, within the organization, with one or more members in a different location or organization, short-term, stable over more than three months

**KNOWLEDGE REQUIREMENTS:**

1. typical sources of motivation of team members
2. organization policy and procedures for quality assurance, planning, budgeting, project management, performance management, discipline and grievances, communications
3. relevant legal and regulatory requirements, including health and safety
4. the core competencies of an academic credential assessor

**SPECIFIC VALUES AND ATTITUDES:**

- Be committed to the organization’s policies.
- Be committed to the members of the team.
- Be committed to high-quality outcomes, delivered to time and budget.

**EXAMPLES:**

- none suggested

**ASSESSMENT CRITERIA:**

In the context of experience gained in a team responsible for performing academic credential assessments, the candidate should submit evidence of the following:

- competence as an academic credential assessor;
- competent performance as leader of a team over a period of at least six months (e.g., a performance appraisal record);
- an account of a team leadership issue or opportunity and how it was successfully tackled by the candidate;
- sponsorship by at least two colleagues or managers who have known the candidate as a team leader for at least six months. Sponsors should formally confirm (e.g., by signing those parts of the candidate’s résumé they have personally observed and providing a written endorsement of the candidate’s application) that in their opinion, the candidate has performed competently as a team leader.





**FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES**

**Competency 5.5: Manage others**

ADDITIONAL	
10	Qualification level (Appendix I)
2	Relative importance (Appendix III)
D	Frequency (Appendix III)
K5	Modified Bloom knowledge level (Appendix II)
S5	Modified Bloom skill level (Appendix II)
A4	Modified Bloom attitudes/values level (Appendix II)
y	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Review assessment decisions made by other assessors.
- b. Develop and implement operational plans for your area of responsibility.
- c. Allocate and monitor the progress and quality of work in your area of responsibility.
- d. Build and manage teams.
- e. Ensure compliance with legal and regulatory requirements in your area of responsibility.
- f. Encourage innovation in your area of responsibility.
- g. Plan and implement change.
- h. Develop productive working relationships with colleagues and stakeholders.
- i. Recruit, select, and retain colleagues.
- j. Manage redundancies in your area of responsibility.
- k. Reduce and manage conflict in your team.
- l. Lead meetings.
- m. Initiate and follow disciplinary and grievance procedures.
- n. Manage finance for your area of responsibility.
- o. Promote the use of technology within your area of responsibility.
- p. Ensure environmental, health, and safety requirements are met in your area of responsibility.
- q. Manage physical resources in your area of responsibility.

- r. Make effective decisions in your area of responsibility.
- s. Support team and virtual working.
- t. Procure supplies and resources in your area of responsibility.
- u. Manage a program of projects in your area of responsibility.
- v. Monitor and solve customer service problems; improve customer service.
- w. Manage the development and marketing of products/services in your area of responsibility.
- x. Manage quality systems in your area of responsibility.

**RANGE OF CIRCUMSTANCES:**

- i. your area of responsibility: office, cost centre

**KNOWLEDGE REQUIREMENTS:**

1. management principles and practices
2. organization policy and procedures for quality assurance, planning, budgeting, project management, performance management, discipline and grievances, communications
3. relevant legal and regulatory requirements, including health and safety
4. an awareness of the core requirements of an academic credential assessor

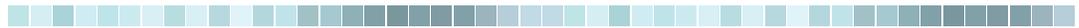
**SPECIFIC VALUES AND ATTITUDES:**

- Comply with ethical and social requirements by your consistent example.
- Be committed to equality of opportunity, diversity, and inclusion in your area of responsibility.
- Be committed to the organization’s policies.
- Be committed to those in your area of responsibility.
- Be committed to high-quality outcomes, delivered to time and budget.

**EXAMPLES:**

- manager responsible for an office or cost centre
- manager responsible for services to a particular type of client
- manager responsible for a particular service offered by the organization
- development of guidelines and processes on how to handle individuals who submit fraudulent credentials





**ASSESSMENT CRITERIA:**

In the context of experience gained in a department responsible for performing academic credential assessments, the candidate should submit evidence of the following:

- competence as an academic credential assessor;
- competent performance as manager of an area of responsibility over a period of at least one year;
- an account of a management issue or opportunity of some complexity and how it was successfully tackled by the candidate;
- sponsorship by at least two colleagues who have known the candidate as a manager for at least one year. Sponsors should formally confirm (e.g., by signing those parts of the candidate’s résumé they have personally observed and providing a written endorsement of the candidate’s application) that in their opinion, the candidate has performed competently as a manager.

**FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES**

**Competency 5.6: Lead the organization**

ADDITIONAL	
11	Qualification level (Appendix I)
4	Relative importance (Appendix III)
D	Frequency (Appendix III)
K6	Modified Bloom knowledge level (Appendix II)
S6	Modified Bloom skill level (Appendix II)
A4	Modified Bloom attitudes/values level (Appendix II)
a	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Map the environment in which your organization operates.
- b. Develop and implement strategic plans for your organization.
- c. Guide the development of the culture of your organization.

- d. Ensure compliance with legal and regulatory requirements for your organization.
- e. Manage risk.
- f. Encourage innovation in your organization.
- g. Plan and implement change.
- h. Develop productive working relationships with colleagues and stakeholders.
- i. Plan the workforce.
- j. Manage redundancies in your organization.
- k. Lead meetings.
- l. Initiate and follow disciplinary and grievance procedures.
- m. Obtain additional finance for the organization.
- n. Promote the use of technology within your organization.
- o. Ensure an effective organizational approach to environmental, health, and safety issues.
- p. Build and sustain collaborative relationships with other organizations.
- q. Make effective decisions.
- r. Promote knowledge management in your organization.
- s. Support team and virtual working.
- t. Procure supplies and resources in your organization.
- u. Direct a program of strategic projects.
- v. Build your organization’s understanding of its market and customers.
- w. Improve organizational effectiveness.
- x. Outsource business processes, where appropriate.
- y. Promote the image and brand of your organization.

**RANGE OF CIRCUMSTANCES:**

- i. your organization: organization responsible for performing academic credential assessments
- ii. your organization: public sector, charitable foundation, membership organization, commercial enterprise

**KNOWLEDGE REQUIREMENTS:**

1. leadership and management principles and practices
2. organization policy and procedures for quality assurance, planning, budgeting, management
3. relevant legal and regulatory requirements, including financial, environmental, health, and safety
4. an awareness of the core requirements of an academic credential assessor





**SPECIFIC VALUES AND ATTITUDES:**

- Encourage compliance with ethical, social, and environmental requirements by your consistent example.
- Promote equality of opportunity, diversity, and inclusion in the organization.
- Be committed to the organization’s policies.
- Be committed to the organization’s long-term sustainability, reputation, and success.
- Be committed to the organization’s owners, employees, clients, and other stakeholders.

**EXAMPLES:**

- chairperson
- chief executive (officer), managing director
- director

**ASSESSMENT CRITERIA:**

In the context of experience gained in an organization responsible for performing academic credential assessments, the candidate should demonstrate evidence of the following:

- competent performance as a director over a period of at least one year;
- an account of a leadership issue or opportunity of some complexity and how it was successfully tackled by the candidate;
- sponsorship by at least two colleagues who have known the candidate as a director for at least one year. Sponsors should formally confirm (e.g., by signing those parts of the candidate’s résumé they have personally observed and providing a written endorsement of the candidate’s application) that in their opinion, the candidate has performed competently as a director.

NOTE: Assessment and certification are probably not appropriate for this level.

**FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES**

**Competency 5.7: Lead the organization’s quality assurance processes**

ADDITIONAL	
10	Qualification level (Appendix I)
4	Relative importance (Appendix III)
D	Frequency (Appendix III)
K6	Modified Bloom knowledge level (Appendix II)
S6	Modified Bloom skill level (Appendix II)
A4	Modified Bloom attitudes/values level (Appendix II)
y	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- Analyze the work processes and determinants of quality.
- Implement key interventions that will promote quality and continuing improvement.
- Monitor performance and attitudes toward quality and continuing improvement.
- Develop and maintain appropriate metrics of quality.
- Promote commitment and personal responsibility for quality and continuing improvement.
- Investigate complaints and breaches of quality or security, and instigate remedial action.
- Design and operate an appeals process.
- Ensure continuing improvement of the quality assurance processes and their performance.

**RANGE OF CIRCUMSTANCES:**

- quality: consistency, accuracy, processing times
- metrics: processing times, proportion of complaints and appeals, proportion upheld





**KNOWLEDGE REQUIREMENTS:**

1. Pan-Canadian *Quality Assurance Framework* for the Assessment of International Academic Credentials
2. principles and practice of quality assurance
3. quality assurance procedures of the organization and any external accreditation agencies
4. organization policy and procedures
5. relevant legal and regulatory requirements, including financial, environmental, health, and safety
6. awareness of the core requirements of an academic credential assessor

**SPECIFIC VALUES AND ATTITUDES:**

- Display an exemplary attitude to quality, with a commitment to “right first time”.
- Adopt perspectives that support coaching and advising others rather than policing or auditing.

**EXAMPLES:**

- quality assurance manager
- quality assurance specialist
- director responsible for quality assurance

**ASSESSMENT CRITERIA:**

In the context of experience gained in an organization responsible for performing academic credential assessments, the candidate should demonstrate evidence of the following:

- competent performance in a senior position in quality assurance in the organization over a period of at least one year;
- an account of a quality management issue of some complexity and how it was successfully tackled by the candidate (e.g., the development and implementation of a new or modified quality assurance procedure);
- sponsorship by at least two colleagues who have known the candidate in the role of quality assurance manager for at least one year. Sponsors should formally confirm (e.g., by signing those parts of the candidate’s resume they have personally observed and providing a written endorsement of the candidate’s application) that in their opinion, the candidate has performed competently in charge of the organization’s quality assurance system.

NOTE: Assessment and certification are probably not appropriate for this level.

**FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES**

**Competency 5.8: Develop assessment policy and strategy**

**ADDITIONAL**

<b>12</b>	Qualification level (Appendix I)
<b>4</b>	Relative importance (Appendix III)
<b>Y</b>	Frequency (Appendix III)
<b>K6</b>	Modified Bloom knowledge level (Appendix II)
<b>S6</b>	Modified Bloom skill level (Appendix II)
<b>A4</b>	Modified Bloom attitudes/values level (Appendix II)
<b>a</b>	Difficulty (Appendix III)

**PERFORMANCE CRITERIA:**

- a. Enable credential assessors to develop their art and science for the service of the public.
- b. Provide a focus and repository for the collection, sharing, analysis, and dissemination of relevant information.
- c. Promote the development and enforcement of a suitable code of professional practice.
- d. Enable credential assessors to promote their continuing professional development.
- e. Represent credential assessors at provincial/territorial, pan-Canadian, and international levels.
- f. Map the environment in which credential assessment operates.
- g. Develop and implement strategic plans for credential assessment.
- h. Develop and implement assessment policy.
- i. Participate in the development of and support for professional institutions for credential assessors.
- j. Provide leadership for credential assessors.
- k. Guide development of the culture of credential assessment.
- l. Ensure compliance with legal and regulatory requirements.
- m. Encourage innovation in credential assessment.
- n. Plan and implement change.





- o. Facilitate development of productive working relationships with government, other assessment agencies, international bodies, and other stakeholders.
- p. Lead meetings.
- q. Obtain additional finances for the development of credential assessment.
- r. Promote the use of technology within credential assessment.
- s. Ensure an effective approach to environmental, health, and safety issues.
- t. Build and sustain collaborative relationships with other professions and other countries.
- u. Promote knowledge management.
- v. Procure expertise and resources.
- w. Direct a program of strategic projects.
- x. Actively promote understanding of the environment in which credential assessment operates.
- y. Negotiate, develop, and promote international collaborative agreements.
- z. Promote and protect the good image of credential assessment.

#### RANGE OF CIRCUMSTANCES:

- none suggested

#### KNOWLEDGE REQUIREMENTS:

1. core competencies of an academic credential assessor
2. key political, social, and economic issues concerning migration
3. legal and regulatory framework
4. network of provincial/territorial, pan-Canadian, and international organizations in this field
5. main pan-Canadian and international agreements and how they are negotiated, implemented, and updated

#### SPECIFIC VALUES AND ATTITUDES:

- Promote the public good and mutual benefit.
- Protect the integrity of the organization and profession, and the results of its work.
- Display a broad outlook and long-term approach.
- Display a passion for quality and continuous improvement.

#### EXAMPLES:

- the leadership and senior management of assessment organizations who work for the strategic development of the credential assessment policy and strategy within and beyond their organizations
- representatives of the Canadian academic credential assessment profession who are members of working groups at provincial/territorial, pan-Canadian, and international levels

#### ASSESSMENT CRITERIA:

Assessment and certification are not appropriate for this level.



## ■ E. APPENDICES

“Academic credential assessors have a responsibility to maintain competency in their field of practice and to this end, must participate in continuous professional development throughout their working lives.”

## Appendix I. Level framework used

This is a combination of the Canadian Degree Qualifications Framework and the Ontario Qualifications Framework.

QUALIFICATION LEVEL	GENERAL FRAMEWORK	OUTCOME DESIGN AND EMPHASIS	FUTURE OPPORTUNITIES	MINIMUM KNOWLEDGE EXPECTATIONS
<b>1. CERTIFICATE I</b>	<p><b>Duration:</b> at least 40 instructional hours</p> <p><b>Entry requirements:</b> secondary school diploma or equivalent. Minimum age of 18 or 19 years depending on the course</p>	Programs provide a level of skills, knowledge, and attitudes to allow graduates to meet narrowly defined job requirements.	Employment in entry-level positions or preparation for postsecondary studies	<ul style="list-style-type: none"> <li>• basic skill and knowledge requirements for entry-level employment with clearly defined parameters</li> <li>• should be able to demonstrate a prescribed range of functions (routines/procedures)</li> <li>• ability to communicate clearly and correctly within the requirements of the job responsibilities</li> <li>• respond effectively to written, spoken, or visual messages</li> </ul>
<b>2. CERTIFICATE II</b>	<p><b>Duration:</b> 240-500 instructional hours</p> <p><b>Entry requirements:</b> secondary school diploma or equivalent. Minimum age of 18 or 19 years depending on the course</p>	Programs provide a level of skills, knowledge, and attitudes to allow graduates to work in a limited range of activities within a prescribed range of functions.	Employment in entry-level positions or preparation for postsecondary studies	<ul style="list-style-type: none"> <li>• basic skill and knowledge for entry-level positions within a limited range of activities within a prescribed range of functions</li> <li>• understanding and application of mathematical concepts and reasoning; analyzing and using numerical data; conceptualizing</li> <li>• application of a variety of thinking skills and a systematic approach to anticipate and solve problems</li> <li>• ability to communicate clearly and correctly within the requirements of the job responsibilities</li> <li>• ability to perform some non-routine activities and functions involving known routines</li> <li>• ability to undertake activities involving individual responsibility and/or collaboration with others</li> </ul>
<b>3. CERTIFICATE OF APPRENTICESHIP</b>	<p><b>Duration:</b> up to five years depending on skilled trade or occupation</p> <p><b>Entry requirements:</b> defined in regulation and varies depending on occupation. Minimum age of 16 years</p>	Programs require demonstration of skills and knowledge in a specific trade or occupation. Training is workplace based (80-90 per cent on the job; 10-20 per cent in-school theory and practice).	Provides workplace-based training in skilled trades or occupations, allowing transition into employment in that trade or occupation.	<ul style="list-style-type: none"> <li>• skill and knowledge requirements for successful performance in a trade or occupation as defined by training standards</li> <li>• performance of defined competencies with associated knowledge</li> <li>• analyzing and evaluating situations to determine a course of action, including solving problems</li> <li>• ability to communicate accurately and reliably about the work or performance required (including analysis), the techniques utilized, and the end result</li> <li>• ability to provide technical advice and leadership for resolution of specific problems</li> <li>• working with others, including planning, performance, and evaluation tasks</li> <li>• ability to demonstrate discretion and judgment, and ability to manage your own professional development</li> </ul>

QUALIFICATION LEVEL	GENERAL FRAMEWORK	OUTCOME DESIGN AND EMPHASIS	FUTURE OPPORTUNITIES	MINIMUM KNOWLEDGE EXPECTATIONS
<p><b>4. CERTIFICATE OF QUALIFICATION</b></p>	<p><b>Duration:</b> N/A</p> <p><b>Entry requirements:</b> demonstration of equivalent experience in a trade or occupation and meeting the performance objectives as defined in the training standard recommended by industry</p>	<p>Requires the successful completion of the qualification/certification examination for a trade or occupation</p>	<p>A holder is qualified to be employed in a specific trade or occupation.</p>	<ul style="list-style-type: none"> <li>• skill and knowledge requirements for successful performance in a trade or occupation as defined in trade/occupational standards</li> <li>• performance of defined competencies with associated knowledge</li> <li>• analyzing and evaluating situations to determine a course of action, including solving problems</li> <li>• ability to communicate accurately and reliably about the work or performance required (including analysis), the techniques utilized, and the end result</li> <li>• ability to provide technical advice and leadership resolution of specific problems</li> <li>• working with others, including planning, performance, and evaluation tasks</li> <li>• ability to demonstrate discretion and judgment, and ability to manage your own professional development</li> </ul>
<p><b>5. CERTIFICATE III</b></p>	<p><b>Duration:</b> two semesters or 600-700 equivalent instructional hours</p> <p><b>Entry requirements:</b> secondary school diploma or equivalent; OR at least 18 years of age (or 19, depending); OR holds an admission requirement for a specific program of instruction and other additional program-specific requirements</p>	<p>Programs provide a level of skills, knowledge, and attitudes to allow graduates to perform in a defined range of varied activities within a prescribed range of functions involving known routines and procedures, and engage students in some learning in disciplines outside their main field of study.</p>	<p>For employment in entry-level positions and for further postsecondary studies</p>	<ul style="list-style-type: none"> <li>• basic skill and knowledge requirements for entry-level employment in positions with limited range of functions</li> <li>• some breadth beyond the vocational field (arts in society; civic life; social and cultural understanding, etc.)</li> <li>• understanding and application of mathematical concepts and reasoning; analyzing and using numerical data; conceptualizing</li> <li>• ability to analyze, evaluate, and apply relevant information from a variety of sources</li> <li>• ability to communicate clearly and respond to written, spoken, or visual messages in a way that meets the needs of the audience</li> </ul>
<p><b>6. DIPLOMA I</b></p>	<p><b>Duration:</b> 1,000+ equivalent instructional hours</p> <p><b>Entry requirements:</b> secondary school diploma or equivalent; OR at least 18 years of age (or 19 depending); OR holds an admission requirement for a specific program of instruction and other additional program-specific requirements</p>	<p>Programs provide a level of skills, knowledge, and attitudes to allow the graduates to work within a broad range of technical and/or administrative requirements, coordination, and evaluation.</p>	<p>For employment in entry-level positions and for further postsecondary studies.</p>	<ul style="list-style-type: none"> <li>• skill and knowledge requirements for successful performance in a complex occupational setting</li> <li>• understanding and application of mathematical concepts and reasoning; analyzing and using numerical data; conceptualizing</li> <li>• application of a variety of thinking skills and a systematic approach to anticipate and solve problems</li> <li>• ability to communicate clearly and respond to written, spoken, or visual messages in a way that meets the needs of the audience</li> <li>• a range of complex or non-routine activities; coordination and evaluation</li> <li>• planning and initiation of alternative approaches to skill and knowledge application</li> <li>• participation in the development of strategic initiatives, personal responsibility, and autonomy in performing complex technical operations or organizing others</li> <li>• ability to manage your professional development</li> </ul>

QUALIFICATION LEVEL	GENERAL FRAMEWORK	OUTCOME DESIGN AND EMPHASIS	FUTURE OPPORTUNITIES	MINIMUM KNOWLEDGE EXPECTATIONS
<b>7. DIPLOMA II</b>	<p><b>Duration:</b> four semesters or 1,200-1,400 equivalent instructional hours</p> <p><b>Entry requirements:</b> secondary school diploma or equivalent; OR at least 18 years of age (or 19 depending); OR holds an admission requirement for a specific program of instruction and other additional program-specific requirements</p>	<p>Programs provide a level of skills, knowledge, and attitudes to allow the graduates to work within a broad range of technical and/or administrative requirements, coordination, and evaluation, and engage students in learning in disciplines outside their main field of study.</p>	<p>For employment in entry-level positions and for further postsecondary studies.</p>	<ul style="list-style-type: none"> <li>• skill and knowledge requirements for successful performance in a complex occupational setting</li> <li>• at least some breadth beyond the vocational field, with exposure to at least one discipline outside the main field of study (e.g., civic life, social and cultural understanding, etc.)</li> <li>• understanding and application of mathematical concepts and reasoning; analyzing and using numerical data; conceptualizing</li> <li>• ability to communicate clearly and respond to written, spoken, or visual messages in a way that meets the needs of the audience</li> <li>• a range of complex or non-routine activities; coordination and evaluation</li> <li>• planning and initiative of alternative approaches to skill and knowledge application</li> <li>• participation in the development of strategic initiatives, personal responsibility, and autonomy in performing complex technical operations or organizing others</li> <li>• ability to manage your own professional development</li> </ul>
<b>8. ADVANCED DIPLOMA</b>	<p><b>Duration:</b> six semesters or 1,800-2,100 equivalent instructional hours</p> <p><b>Entry requirements:</b> secondary school diploma or equivalent; OR at least 18 years of age (or 19 depending); OR holds an admission requirement for a specific program of instruction and other additional program-specific requirements</p>	<p>Programs provide a level of skills, knowledge, and attitudes to allow the graduates to work within a broad range of technical and/or administrative requirements, coordination, and evaluation, and engage students in learning in disciplines outside their main field of study.</p>	<p>For employment in entry-level positions and for further postsecondary studies.</p>	<ul style="list-style-type: none"> <li>• skill and knowledge requirements for successful performance of a specialized range of activities, most of which would be complex or non-routine in an occupational setting</li> <li>• at least some breadth beyond the vocational field</li> <li>• significant range of skills associated with fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions</li> <li>• understanding and application of mathematical concepts, reasoning, thinking skills, and problem-solving skills</li> <li>• ability to analyze, evaluate, and apply relevant information from a variety of sources</li> <li>• ability to communicate clearly and respond to written, spoken, or visual messages in a way that meets the needs of the audience</li> <li>• contributions to the development of a broad plan, budget, or strategy</li> <li>• new/additional applications of technical, creative, or conceptual knowledge to practical and/or real-world situations</li> <li>• significant judgment in the planning, design, and technical leadership and/or guidance functions related to the field</li> <li>• accountability for self and others in achieving the outcomes for a team</li> <li>• ability to manage your own professional development</li> </ul>

QUALIFICATION LEVEL	GENERAL FRAMEWORK	OUTCOME DESIGN AND EMPHASIS	FUTURE OPPORTUNITIES	MINIMUM KNOWLEDGE EXPECTATIONS
<p><b>9. POST-DIPLOMA CERTIFICATE</b></p>	<p><b>Duration:</b> two semesters or 600-700 equivalent instructional hours</p> <p><b>Entry requirements:</b> previous diploma in the same field</p>	<p>Programs offer deeper knowledge and skills already gained through diploma study or provide graduates of baccalaureate programs with specific knowledge and skills related to an applied occupational area.</p>	<p>For employment in a more specialized role and for further postsecondary studies</p>	<ul style="list-style-type: none"> <li>specialized knowledge in a specific field</li> <li>level of knowledge and skill that enhances your ability to perform a more specialized range of complex and non-routine activities within the field</li> <li>prescribed range of skilled operations that includes the requirement to evaluate and analyze current practices, develop new criteria, and may include the provision of some leadership and guidance to others in the application and planning of skills</li> <li>ability to communicate clearly and respond to written, spoken, or visual messages in a way that meets the needs of the audience</li> <li>application of knowledge and skills to evaluate and analyze current practices and develop new criteria</li> <li>leadership and guidance may be involved when organizing self or others, as well as when contributing to technical solutions of a non-routine or contingency nature</li> <li>individual responsibility or autonomy and/or leadership and guidance for others as part of a team or group</li> <li>ability to manage your own professional development</li> </ul>
<p><b>10. BACHELOR'S DEGREE/ BACHELOR'S DEGREE WITH HONOURS</b></p> <p>(Honours degrees usually have similar requirements but may differ in terms of length of study, number of credits required, or required achievement level.)</p>	<p><b>Duration:</b> typically six to eight semesters</p> <p><b>Entry requirements:</b> receipt of secondary school/CEGEP/ pre-university diploma at a minimum grade point average. Some courses have specific requirements such as an audition or a portfolio of prior work. Students who do not meet the requirements may be accepted on a probationary basis.</p> <p><b>Demonstration of knowledge:</b> Knowledge obtained throughout programs is demonstrated through independent research or projects. SAT examinations, performances, or demonstrations may also be part of the evaluation process.</p>	<p>All bachelor's degrees aim to provide students with the capacity of independent thought, although the breadth of knowledge may vary by course, program, and institution:</p> <p>Range of program focuses includes:</p> <ul style="list-style-type: none"> <li><b>education as an end in itself</b></li> <li><b>courses designed for employment</b> in a variety of fields (e.g., BHum, General BA)</li> <li><b>in-depth study into academic disciplines</b> prepares students for employment in specific fields (e.g., psychology, English)</li> <li><b>Applied focus.</b> Blend of theory and practice, where the emphasis is on mastery of the discipline (e.g., music, art, applied design).</li> <li><b>Professional focus</b> Designed to be competent practitioners in their field (e.g., LLB, DDS).</li> </ul>	<p>Bachelor's degrees often prepare students for entry into graduate studies in the same field or in second-entry professional degree programs (e.g., law or medical programs). They also provide employment opportunities in one or more fields.</p>	<p>Degrees are awarded to students who adequately demonstrate (among others):</p> <ul style="list-style-type: none"> <li>basic understanding of the field of practice;</li> <li>the ability to research and interpret information, including new information relevant to the field;</li> <li>critical-thinking skills outside the field;</li> <li>the ability to review, present, and critically evaluate qualitative and quantitative information;</li> <li>the ability to frame appropriate questions and to propose solutions to those problems;</li> <li>the ability to make use of scholarly reviews and primary sources;</li> <li>understanding of the limits of their own knowledge and how this might influence their interpretations;</li> <li>the skills necessary for further study or employment in that field.</li> </ul>

QUALIFICATION LEVEL	GENERAL FRAMEWORK	OUTCOME DESIGN AND EMPHASIS	FUTURE OPPORTUNITIES	MINIMUM KNOWLEDGE EXPECTATIONS
<b>11. MASTER'S DEGREE</b>	<p><b>Duration:</b> typically two to six semesters depending on the field and the student's speed</p> <p><b>Entry requirements:</b> undergraduate degree with appropriate specialization or bridging studies</p> <p><b>Demonstration of knowledge:</b> Research-based programs are usually thesis based, but some can be course based, using similar methods of evaluations as bachelor's degrees, albeit with higher expectations.</p>	<p>Master's degree programs build on knowledge learned during undergraduate study, while requiring more specialized knowledge and independent research.</p>	<p>Graduates of master's degree programs have the qualities necessary for future study in the discipline, or employment in fields that require sound judgment and initiative in complex professional environments.</p>	<p>Master's degrees are awarded to students who demonstrate (among others):</p> <ul style="list-style-type: none"> <li>• a systematic understanding of knowledge, critical awareness of current problems, and/or new insights, much of which is at the forefront of study of their discipline;</li> <li>• a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge;</li> <li>• the capacity to address complex issues and apply an existing body of knowledge to the research of a new question;</li> <li>• the ability to communicate ideas, issues, and conclusions clearly.</li> </ul>
<b>12. DOCTORAL DEGREE</b>	<p><b>Duration:</b> typically three to six years depending on the program</p> <p><b>Entry requirements:</b> normally a master's degree with appropriate specialization or bridging studies</p> <p><b>Demonstration of knowledge:</b> Coursework of varying lengths aimed at increasing conceptual knowledge. A written and oral exam prior to authorization for work on a dissertation may be necessary. Research-oriented programs (leading to the awarding of a Ph. D.) require original research in the form of a dissertation. Practice-oriented programs related to a professional or creative activity may involve a dissertation, but generally focus more on theoretical or disciplinary evaluations.</p>	<p>Doctoral programs build on prior knowledge, usually acquired during previous graduate-level study.</p> <p>Holders of doctoral degrees must demonstrate a high degree of intellectual autonomy and an ability to create and interpret knowledge that extends the forefront of a discipline.</p>	<p>Holders of doctoral degrees have the qualities needed for employment requiring the ability to make informed judgments on complex issues in specialist fields and innovation in tackling and solving problems.</p>	<p>Doctoral degrees are awarded to students who have demonstrated (among others):</p> <ul style="list-style-type: none"> <li>• a thorough understanding of a substantial body of knowledge at the forefront of the discipline or field;</li> <li>• the ability to conceptualize, design, and implement research for the generation of new knowledge;</li> <li>• the ability to produce original research of a high enough quality to merit publication;</li> <li>• the capacity to undertake pure and/or applied research at an advanced level;</li> <li>• the ability to communicate complex and/or ambiguous ideas clearly;</li> <li>• an appreciation of the complexity of knowledge and one's own limits within that knowledge.</li> </ul>

**Source:** This chart is a combination of the Ontario Qualifications Framework, <http://www.tcu.gov.on.ca/eng/general/postsec/oqf.pdf>, and the Canadian Degree Qualifications Framework, <http://www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf>.

## Appendix II. Modified Bloom levels

### KNOWLEDGE DOMAIN

<b>K1</b>	<b>REMEMBERING</b>	Know what. Recall data or information; quote rules, definitions, laws.
<b>K2</b>	<b>UNDERSTANDING</b>	Know why. Understand the meaning, translate, interpolate, and interpret instructions and problems. State a problem in one's own words.
<b>K3</b>	<b>APPLYING</b>	Know how to use a concept in a new situation or unprompted use of an abstraction. Apply what was learned in the classroom into novel situations in the workplace. Put a theory into practical effect; demonstrate, solve a problem, manage an activity.
<b>K4</b>	<b>ANALYZING</b>	Know how to examine information in order to understand, explain, or predict. Separate material or concepts into component parts so its organizational structure may be understood. Distinguish between facts and inferences. Interpret elements, organizational principles, structure, construction, internal relationships. Determine quality, reliability of individual components.
<b>K5</b>	<b>EVALUATING</b>	Know how to weigh up ideas and make a judgment. Make judgments about the value of ideas or materials. Assess effectiveness of whole concepts in relation to values, outputs, efficacy, and viability. Exercise critical thinking. Conduct strategic comparison and review; make judgments relating to external criteria.
<b>K6</b>	<b>CREATING</b>	Know how to bring information together in order that something can be decided or acted upon. Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. Create new patterns/concepts structures, systems, models, approaches, ideas.

### SKILLS DOMAIN (INCLUDING MENTAL SKILLS AS WELL AS PHYSICAL DEXTERITY)

<b>S0</b>	<b>AWARENESS</b>	Conscious incompetence.
<b>S1</b>	<b>READINESS</b>	Know and be ready to act upon a sequence of steps in a process. Recognize one's abilities and limitations (health and safety).
<b>S2</b>	<b>ATTEMPTING</b>	Imitation: Observe and pattern behaviour after someone else, following instructions and practising. Performance may be of low quality. Guided Response: Learn a complex skill (early stages), including imitation and trial and error. Adequacy of performance is achieved by practising.
<b>S3</b>	<b>BASIC PROFICIENCY</b>	Learned responses have become habitual and the movements can be performed with some confidence, precision, and proficiency. Few errors are apparent. Conscious competence.
<b>S4</b>	<b>EXPERT PROFICIENCY</b>	Skillful performance involves complex patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance requiring a minimum of energy. Coordinate and integrate a series of actions, achieving harmony and internal consistency. This category includes performing without hesitation and automatic performance.
<b>S5</b>	<b>ADAPTABLE PROFICIENCY</b>	Unconscious competence. A high-level performance becomes natural, without needing to think much about it. Skills are well developed and the individual can modify movement patterns to fit special requirements. Respond effectively to unexpected experiences. Examples: Modify instruction to meet the needs of the learners. Perform a task with a machine that was not originally intended to do it. (Machine is not damaged and there is no danger in performing the new task.)
<b>S6</b>	<b>CREATIVE PROFICIENCY</b>	Create new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills. Develop new techniques and/or procedures.

**ATTITUDES (AND VALUES) DOMAIN**

<b>A0</b>	<b>ALERTNESS</b>	Awareness, willingness to hear, selected attention.
<b>A1</b>	<b>COMPLYING</b>	Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Attitudes are adopted without consideration or modification, and may be imposed upon the learner by those in authority. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).
<b>A2</b>	<b>VALUING</b>	Attaches values and expresses personal opinions. Decides the worth and relevance of ideas and experiences, but as isolated and independent instances. Accepts/Adopts a particular stance or demonstrates attitudes, while remaining constant, which are not consistent with each other.
<b>A3</b>	<b>RELATING</b>	Considers ethical issues at an abstract, conceptual level. Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a coherent value system. The emphasis is on comparing, relating, and synthesizing attitudes and values so they are consistent.
<b>A4</b>	<b>COMMITMENT</b>	Commits to a value system that shapes behaviour. The behaviour is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Learner can act as a role model. Instructional objectives concern the student's general patterns of adjustment (personal, social, emotional).



### Appendix III. Codes used for relative importance, frequency, level of difficulty

The following coding systems have been used for these three parameters:

#### RELATIVE IMPORTANCE

- |          |   |
|----------|---|
| <b>1</b> | affects an individual assessment            |
| <b>2</b> | affects a significant number of assessments |
| <b>3</b> | affects all future assessments              |
| <b>4</b> | affects all past assessments                |

#### FREQUENCY

- |          |   |
|----------|---|
| <b>D</b> | affects an individual assessment            |
| <b>A</b> | affects a significant number of assessments |
| <b>O</b> | affects all future assessments              |
| <b>Q</b> | affects all past assessments                |
| <b>Y</b> | once or twice a year                        |
| <b>R</b> | rarely                                      |

The level-of-difficulty to learn parameter is a measure of the typical length of time to master the competency:

#### LEVEL OF DIFFICULTY TO LEARN

- |          |                             |
|----------|-----------------------------|
| <b>d</b> | days, less than one week    |
| <b>w</b> | weeks, less than one month  |
| <b>m</b> | months, less than one year  |
| <b>y</b> | years, less than five years |
| <b>a</b> | ages, more than five years  |

PAN-CANADIAN QUALITY STANDARDS IN  
INTERNATIONAL ACADEMIC CREDENTIAL ASSESSMENT  
RESOURCES AVAILABLE IN ENGLISH

---

1. Pan-Canadian Quality Standards in International Academic Credential Assessment: Phase II
  2. *Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials*
  3. *Competency Profile for an Academic Credential Assessor – Volume 1*
  4. *Competency Profile for an Academic Credential Assessor – Volume 2*
  5. *Competency Profile for an Academic Credential Assessor – Volume 3*
  6. A Feasibility Study for a Distance Education Program for Canadian Academic Credential Assessors
  7. A Feasibility Study for a Web-Based Application to Share Assessment Results, Resources, and Methodologies on Academic Credential Assessments
  8. *English Terminology Guide for Academic Credential Assessment in Canada*  
<http://terminology.cicic.ca>  
(ON-LINE ONLY)  
  
*French Terminology Guide for Academic Credential Assessment in Canada*  
<http://terminologies.cicdi.ca>  
(ON-LINE ONLY)
  9. Country Profiles  
<http://countryprofiles.cicic.ca>  
(ON-LINE ONLY)
- 

LES RESSOURCES SONT AUSSI DISPONIBLES EN FRANÇAIS



[www.evaluation.cicic.ca](http://www.evaluation.cicic.ca)

# 4

PAN-CANADIAN QUALITY STANDARDS IN  
INTERNATIONAL ACADEMIC CREDENTIAL ASSESSMENT

---

## **Competency Profile for an Academic Credential Assessor VOLUME 2**

---



Canadian Information Centre  
for International Credentials

Centre d'information canadien  
sur les diplômes internationaux

---



**cmeC**

Council of  
Ministers  
of Education,  
Canada

Conseil des  
ministres  
de l'Éducation  
(Canada)

---

**Funded by:**



Human Resources and  
Skills Development Canada

Ressources humaines et  
Développement des compétences Canada

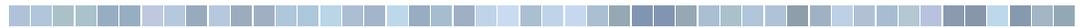
---

**ACKNOWLEDGEMENTS**

This report was prepared by Cambridge Professional Development Ltd., under the direction of the Canadian Information Centre for International Credentials with the input and advice of volunteers from the academic credential assessment community.

The views expressed in this report are those of the authors and do not necessarily reflect the opinion of the Council of Ministers of Education, Canada or the Canadian Information Centre for International Credentials.

The authors and CICIC wish to thank the individuals who gave generously of their time during interviews, discussions, and surveys, and who assisted in completing the work.



The Council of Ministers of Education, Canada, was formed in 1967 by the provincial and territorial ministers responsible for education to provide a forum in which they could discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces and territories with national educational organizations, the federal government, foreign governments, and international organizations. CMEC is the national voice for education in Canada, and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.

The Canadian Information Centre for International Credentials (CICIC) was established in 1990 after Canada ratified the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region, to assist Canada in carrying out its obligations under the terms of this convention. In 1997, Canada signed the subsequent Lisbon Recognition Convention, promoted its Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications, and adopted a set of General Guiding Principles for Good Practice in the Assessment of Foreign Academic Credentials. Both of these conventions promote international mobility by advocating wider recognition of higher education and professional qualifications.

CICIC collects, organizes, and distributes information and acts as a national clearing house and referral service to support the recognition and portability of Canadian and international educational and occupational qualifications.

**Canadian Information Centre for International Credentials (CICIC)**  
**At the Council of Ministers of Education, Canada (CMEC)**  
**95 St. Clair Avenue West, Suite 1106**  
**Toronto, Ontario M4V 1N6**  
**Telephone: 416-962-8100**  
**Fax: 416-962-2800**  
**E-mail: [info@cicic.ca](mailto:info@cicic.ca)**

© 2012 Council of Ministers of Education, Canada





### **Note of Appreciation**

The Council of Ministers of Education, Canada (CMEC) and its unit the Canadian Information Centre for International Credentials (CICIC) would like to acknowledge the financial support of Human Resources and Skills Development Canada (HRSDC) through its Foreign Credential Recognition (FCR) Program.

A number of individuals and organizations have played key roles in the research and recommendations set out in this report. The success of our project owes much to their efforts and generosity of time. We extend our warmest thanks to the consultants, regulatory bodies, universities, employers, colleges, credential assessment services, fairness commissioners, sector councils, directors of apprenticeship, immigrant settlement agencies, and civil servants that participated in the various working groups and the second National Workshop for Academic Credential Assessors. And finally, a special mention is due to the individuals who participated in the focus groups, telephone interviews, and on-line surveys. By openly sharing their policies, opinions, and challenges, they provided us with the necessary information to build our tools. Their input is valued now and in the future as we endeavour to move forward with the next phase.





## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	2
A. INTRODUCTION .....	4
A.1 Background .....	5
A.2 The International scene .....	5
A.3 Scope .....	5
A.4 Language .....	5
B. METHODOLOGY .....	7
C. DATA COLLECTION .....	9
C.1 Introduction .....	10
C.2 Canadian questionnaire .....	10
C.3 International questionnaire .....	14
C.4 Focus groups .....	18
C.5 Consultation interviews .....	18
D. DEVELOPMENT OF THE COMPETENCY PROFILE .....	19
D.1 Format for the competency profile .....	20
D.2 Functional groups .....	20
D.3 Individual competencies: core, optional, and additional .....	20
D.4 Content of competency statement .....	20
D.5 Levels .....	21
D.6 The consultation process .....	21
E. CONTEXT RESEARCH .....	22
E.1 Emergence of a new profession of academic credential assessors .....	23
E.2 Economic background .....	23
E.3 Employers of academic credential assessors in Canada .....	24
E.4 What do we know about academic credential assessors? .....	25
E.5 Training .....	26
E.6 Labour market information .....	26
E.7 Quality assurance .....	27
F. RECOMMENDATIONS FOR FUTURE DEVELOPMENTS .....	28
F.1 Future developments arising from the competency profile .....	29
F.2 Dissemination within Canada .....	31
F.3 Dissemination beyond Canada .....	32

Appendices are in a separate volume (Volume 3).

Competency Profile for an Academic Credential Assessor is in a separate volume (Volume 1).



## ■ EXECUTIVE SUMMARY

This competency profile is intended to increase the visibility of the profession of academic credential assessors.



This project has developed a competency profile for academic credential assessment in order to improve the quality and portability of academic credential assessment across Canada.

The project conducted four focus groups and issued e-questionnaires in Canada and internationally, backed up by consultation interviews and extensive desk research. After a further period of public consultation, the resulting competency profile is being published alongside this final report and its accompanying appendices.

Out of the focus groups, a list of tasks performed by academic credential assessors was created, and these were tentatively grouped into functional areas. Potential formats for the final profile were reviewed, leading to the development of the competency profile as a system of 26 individual competencies, supported by common sets of underpinning knowledge, skills, attitudes, and values. Competencies have been assigned a series of reference levels based on a Canadian framework of qualification levels, together with other reference data.

Key findings from the overall research are as follows:

- The Canadian economy and labour market have recovered from the economic recession.
- Immigration continues at a high level, with immigrants possessing higher educational levels, thereby generating growing demand for assessment services.
- Unlike most other countries, assessment in Canada is fragmented, with many organizations of different types offering assessment services.
- There is some reported dissatisfaction with the quality of services provided, but this is coupled with a strong resolve among stakeholders to remedy these matters.

Key trends identified are as follows:

- globalization of economies, education, and labour markets;
- the move from broad equivalence to absence of substantial differences;
- assessment of learning outcomes (emphasis on output rather than input);
- development and use of international and pan-Canadian qualification frameworks;
- movement toward lifelong learning instead of specific periods of formal learning;
- increasing availability of information on the Internet, with rapid updates;
- increased flexibility of assessments, using the assessor's judgment to a greater extent;
- increased complexity due to non-traditional degrees, exchange years, private universities;
- increased variety, with credentials coming from a wider range of countries;
- introduction of new processes and agreements (e.g., the Bologna Process), which increase the scope of work required by credential assessors;
- increasing regulatory demands.

A substantial number of documents has been assembled setting out the competencies and activities of the academic credential assessor, provided by members of the Competency Profile Working Group (CPWG), those contacted through the questionnaire, and others (see Appendix A).

We propose a series of publicity and promotion measures to encourage widespread dissemination and uptake of the new competency profile, including internationally. We enumerate many potential uses and further developments in order to build up and sustain its ongoing application.



## ■ A. INTRODUCTION

The competency profile drives curriculum development and training, including e-learning.



## A.1 Background

This project is one of a suite of projects launched by the Canadian Information Centre for International Credentials (CICIC) in order to improve the quality and portability of academic credential assessment across Canada.

The principal objective was to develop a competency profile for academic credential assessment based on full consultation with all stakeholders both in Canada and internationally. A draft profile was widely disseminated in order to build a broad consensus for its adoption. The project included a range of related contextual research. In due course, it is expected that the competency profile will drive curriculum development and training, including e-learning.

The Canadian economy continues to attract immigrants from all over the world. Individuals who come to Canada to enter the workforce or a Canadian university or college need to know the value of their foreign education. Such credential assessment is conducted by universities, colleges, and a host of other bodies in each province and territory in order to match candidates' academic credentials to specific Canadian educational levels.

Essentially, the task of academic credential assessment is the evaluation of foreign academic qualifications for the purposes of entry into academic programs or the labour market in Canada. Assessments are also prepared for immigration purposes, for further studies in general (formal, vocational, professional, and apprenticeship), or for licensing/certification/registration.

Within Canada, academic credential assessment is also used to evaluate credentials from pan-Canadian sources. Canada has a large number of different elementary and secondary school systems, as well as different approaches to postsecondary education, combined with a high level of internal mobility. This means a relatively large number of internal assessments are performed, especially by educational institutions.

The project has been conducted by Cambridge Professional Development Limited (CamProf), an international consultancy specializing in public policy for skills development, with previous experience working in Canada.

## A.2 The International scene

By its very nature, the work of academic credential assessment is global in scope, with applicants and qualifications from all over the world. The work is governed by a key international treaty known informally as the Lisbon Recognition Convention, which has recently undergone a revision. Canada is expected to formally ratify this treaty shortly.

In order to operate this treaty, a network of national assessment centres in 55 countries was developed, known as ENIC (European Network of Information Centres). Although education is the responsibility of provinces and territories, CICIC, under the Council of Ministers of Education, Canada (CMEC), operates as the pan-Canadian point of reference for Canada.

## A.3 Scope

The project is concerned with assessment rather than recognition. Recognition is the more formal and subsequent process of actually deciding on admission into an educational program or an occupation, which is usually the prerogative of the education institution or occupational/regulatory body concerned, sometimes with legal considerations.

Nor is the project concerned with assessment of non-academic, prior, experiential, informal or non-formal learning. Although academic credential assessors should know about the concept of such prior learning assessment and recognition (PLAR, as it is known in Canada), we are concerned here only with formal academic credentials.

## A.4 Language

This project has defined the competency profile for a Canadian academic credential assessor. The term academic credentials (in French, *diplôme d'études*) refers to credentials gained after a period of formal study (or after a period of non-formal or informal learning that has already been recognized through PLAR). By contrast, credentials (*titres de compétences*) are outside the scope of this project and provide a professional or occupational title (including a licence/certificate/registration or permission to use a protected/registered title), and imply competency-based, know-how qualifications that are usually awarded outside the academic environment (and are often time limited, requiring periodic renewal, and usually cover a full occupation).





This highlights the importance in this project of the careful and precise use of terms in both English and French, and particularly the consideration of false friends or *faux amis* – not only terms that appear similar but have different nuances in English and French, but also those words that have different nuances between Canadian English, American English, United Kingdom English, and/or European Union English.



## ■ B. METHODOLOGY

An individual wishing to pursue a career as an academic credential assessor will require at least a bachelor's or master's degree depending on the organization.



The project commenced with a launch meeting of the project working group in Toronto on the morning of October 29, 2010, attended by 13 members of the academic credential assessment community. This meeting confirmed the objectives, methodology, and timescale of the project and provided essential contacts, background, and input.

The first of four focus groups was held on the afternoon of the same day, with mainly the same attendees. Two further focus groups were held in the subsequent days: in Halifax on November 2 and at the Canadian Association for Prior Learning Assessment (CAPLA) conference in Ottawa on November 8. A total of around 66 people attended the three groups, the majority from the CAPLA conference. A major output of these groups was a first-draft list of the tasks performed by academic credential assessors. (See Section C.4 and Appendix B.)

A fourth focus group was held at Centre d'expertise sur les formations acquises hors du Québec (CEFAHQ) in Montreal on January 13, 2011, that reviewed the competency list developed through the previous three focus groups. This focus group was held in French and included 12 participants, 10 of whom were professionals in the field of academic credential assessment.

A questionnaire was prepared in two variants, for distribution by e-mail. The international version was sent to 55 ENIC contacts, plus several others. The Canadian version was translated professionally and distributed within Canada in both French and English. Progress and results from this e-questionnaire are discussed in Section C.

This e-questionnaire was complemented by nine telephone interviews and a small number of face-to-face interviews.

Concurrently with the focus groups, e-questionnaires, and interviews, the project team conducted extensive desk research. A list of the major documents consulted appears in Appendix A.

The CICIC Web site has been used throughout to generate interest in the project. In particular, several project documents have been loaded onto the Web site in order to stimulate discussion.

From all this information, the competency list was developed into a set of draft individual competency units and other supporting data. This was discussed internally with the working group, leading to the issue of a public consultation version. This, too, led to extensive comments and improvements, resulting in the final published version.

The development and consultation process is described in more detail in Section D.



## ■ C. DATA COLLECTION

CICIC should develop a seal of approval program to publicly recognize organizations that fully comply with the competency profile and quality assurance framework.



### C.1 Introduction

An on-line questionnaire was designed for use via the professional survey tool SurveyMonkey and publicized through the project Web site and by e-mail. No significant problems were reported.

The Canadian version was translated professionally and distributed widely in both languages within Canada. The international version was sent to 55 ENIC contacts, plus several others. Text versions of the Canadian French version and the international version are included in Appendices C1 and C2.

This e-questionnaire was complemented by a number of telephone interviews with selected contacts, both internationally and within Canada.

### C.2 Canadian questionnaire

In addition to an international questionnaire, a questionnaire was sent out to Canadian institutions. The questionnaire was made available in both English and French (Appendix C1). A total of 40 people began the English questionnaire (of which 28 were completed), and 24 people began the French version (of which 18 were completed). Because the questionnaire was sent via several mailing lists, and subsequently distributed within organizations, it is impossible to tell exactly how many people received it. This method of delivery could also account for the large number of incomplete

questionnaires, since many recipients may have felt they did not fit the category of assessor we were looking for after beginning the questionnaire. For instance, members of CAPLA received requests to complete the questionnaire, although that organization does not deal specifically with the assessment of academic credentials.

When analyzing the data, the anglophone and francophone questionnaire responses were combined (but not weighted), so the data represent Canadian respondents as a whole.

#### 1 - Type of Canadian organization

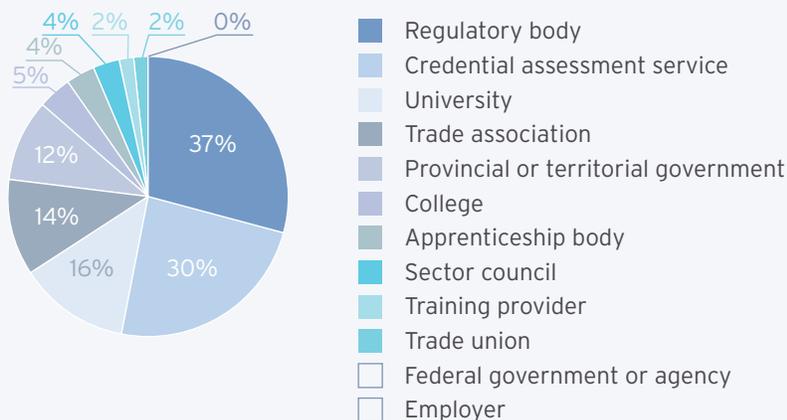
The majority of respondents (see Chart 1) to the Canadian survey were from regulatory bodies (37 per cent). The second-highest response came from credential assessment services (30 per cent). University respondents accounted for 16 per cent of respondents, while college respondents accounted for 5 per cent.

Provincial or territorial government bodies accounted for 12 per cent of responses, but there were no respondents from national agencies.

Trade associations accounted for 14 per cent of responses, while sector councils and apprenticeship bodies accounted for 4 per cent each. Training providers and trade unions accounted for 2 per cent each. There were no responses from employers.

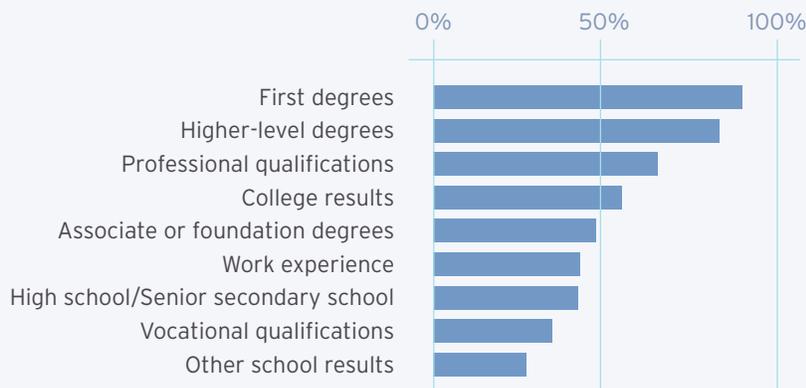
**Chart 1 - Type of organization**

**What type of organization are you? (Check all that apply)**





**Chart 2 - Types of qualification**  
**Which types of qualifications does your organization assess?**



**2 - Scope**

The vast majority of respondents assessed first degrees (88 per cent), and only slightly fewer indicated they assessed higher level degrees (82 per cent). Professional qualifications were assessed by 65 per cent, which is unsurprising considering the high rate of response from regulatory bodies. (See Chart 2.)

College results and foundation degrees were assessed by 55 per cent and 48 per cent of respondents respectively, while only 42 per cent of respondent agencies indicated they assessed high-school or other secondary-school qualifications.

Work experience and vocational qualifications are assessed by relatively few respondents, at 43 per cent and 37 per cent respectively. These rates are, again, unsurprising as most of the agencies responding to the survey emphasized the assessment of academic qualifications.

Other assessed qualifications included one organization that had a classification of “other” for any assessments it believed did not fit into another category; for example, aptitude tests, qualifications from schools where mandatory education ends before secondary school as defined in most Canadian provinces/territories (e.g., in England, where students receive qualifications at age 16), cégep qualifications, specialty programs that are not country specific, such as the International Baccalaureate, and internships.

Just over 50 per cent of respondents indicated they had a subject specialization. A greater percentage of the francophone respondents had specializations than the anglophone respondents, which may be a result of whom the survey was sent to. Specializations included optometry, medicine, agriculture, geology, nutrition, postsecondary education, teacher education, and tourism.

**3 - Volume**

As with the international survey, there was a large variety in the number of academic credential assessors at various organizations. The average for francophone respondents was around seven and ranged from one to 30. The average for anglophone respondents was not much different – around six and also ranging from one to 30. Some respondents indicated their agency did not explicitly perform academic credential assessments, while others said their assessments were performed entirely by volunteers. Some employees were full-time, but many were part-time.

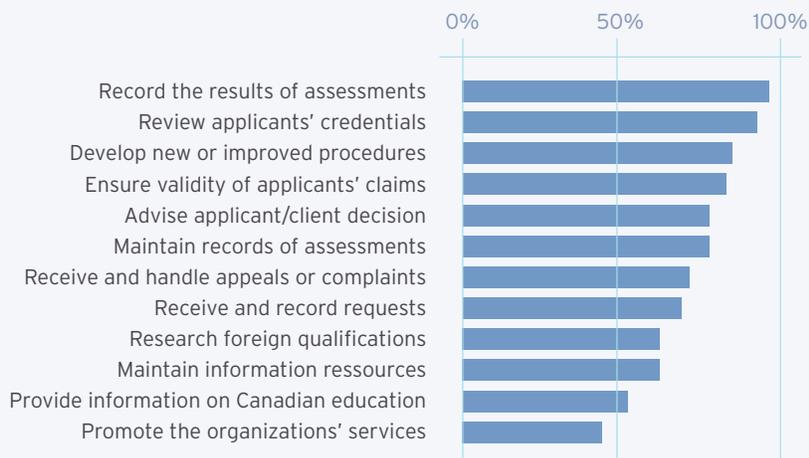
In terms of the number of credentials assessed, foreign academic assessment counts ranged from about 10 to nearly 18,000 per year, but most organizations performed between 30 and 100 foreign assessments per year.

Internal (within Canada) academic credential assessments ranged from none to more than 30,000. The need for large numbers of internal academic assessment is clear within the scope of a country such as Canada, where there





**Chart 3 - Functions performed by academic credential assessors**  
**What functions do your credential assessors perform?**



are around 13 distinct systems of education combined with a high degree of internal mobility of citizens. The highest levels of internal assessments were reported from postsecondary education institutions, mainly universities, showing the extent to which all Canadian students have their credentials assessed.

**4 - Functions<sup>1</sup>**

The most common tasks performed by credential assessors were recording the results of assessments (94 per cent), reviewing applicants' credentials against existing databases (90 per cent), developing new or improved procedures (83 per cent), and ensuring the validity of applicants' claims (81 per cent).

Advising the applicant or client of the decision of the assessment and maintaining records of these assessments received surprisingly low response rates at 75 per cent each. Additionally, receiving requests for appeals, as well as requests for assessment, received low response rates at 69 per cent and 67 per cent respectively. As these four tasks could be considered more administrative in comparison to evaluative, it is possible that the lower response rates are due to some respondents working for organizations that employ secretarial staff as well as assessors.

<sup>1</sup> The responses for this question have been shortened to fit into the graphic. For the full-length responses used in the questionnaire, please refer to Appendix C1.

The tasks least performed were providing information on Canadian postsecondary studies (52.2 per cent, suggesting that many respondents were unidirectional in terms of academic assessments) and promotion of services (41.4 per cent).

Respondents indicated the main outcomes produced as:

- admissions decisions (for postsecondary institutions);
- letter with results of assessment;
- certification rating;
- the opinion by assessors of ability of applicant, based on qualifications.

**5 - Minimum qualifications to become an academic credential assessor**

For those organizations specifying a minimum educational qualification, it was generally a bachelor's degree for anglophone respondents and a master's degree or higher for francophone respondents. For professional bodies, education in the specific subject was most important.

Experience was not usually required, except in professional or subject-specific bodies (where experience within the field of practice was deemed to be extremely important). One respondent specified that seven years of experience were required to become a senior assessor. Some universities specified that their applicants for positions of



credential assessment should be professors.

Unlike many of the international assessment agencies we contacted, Canadian agencies did not specify any language proficiencies, the exception being a few anglophone respondents who emphasized familiarity with French. Instead, good research and information technology (IT) skills, analytical and communication ability, and some knowledge of international schooling systems were noted as most important.

Organizations looked for applicants with no conflict of interest and a belief in transparency and the importance of attention to detail. Teamwork skills as well as an ability to work independently were also emphasized.

For governmental (mainly provincial/territorial) assessment positions, further restrictions may be imposed. One respondent mentioned they were required to hire from a predetermined pool of provincial/territorial government employee applicants who had successfully passed certain examinations. This severely restricted their choices in terms of whom they could hire, but this was seen as only a minor inconvenience.

### **6 - Training**

Training was mainly in-house. Exceptions included seminars provided by some academic credential assessment services. Most of the training seemed to be provided on the job. It is unclear if this was due to the feeling that there was no need to participate in external training programs or a lack of such courses being available.

While much of the training was on the job, through experience, some of it was Internet-based. Some organizations indicated they used past applications as case studies for new assessors to practise with. Other agencies emphasized a mentorship-based training, whereby junior assessors were paired with senior assessors. Additionally, one small organization indicated it used a cross-training system, where it joined with other postsecondary institutions to help train new assessors.

### **7 - Customers**

The primary customer base depended strongly on the organization. Some organizations, such as universities, focused mainly on international students, while others had their largest client base within Canada. Other customers were universities, apprenticeship clients, and trained practitioners.

Immigrants represented a large percentage of the customer base of assessment services. These clients more often needed their credentials assessed for employment rather than for access to specific educational courses.

The two main customer groups were organizational clients (educational bodies, regulatory bodies, employers) and individuals (international students, immigrants, refugees, foreign-trained Canadians). In some cases, organizational clients were also employers of academic credential assessors.

### **8 - Trends and changes**

The greatest trends and changes for the future, according to the respondents, were identified as follows:

- increased mobility of students;
- privatization of higher education;
- necessity for easy transferability of qualifications;
- improvement of accreditation standards for specific professions;
- skill shortages and immigration (especially important within Canada);
- process automation;
- increased involvement of regulatory bodies;
- language fluency assessment (as part of accreditation, separate from citizenship requirements);
- greater emphasis on competency and skill assessment rather than the current emphasis on academic assessment;
- adoption of practices similar to those in the UNESCO Europe Region, Lisbon Recognition Convention, etc.;
- increased demand for assessments and subsequent increased need for assessors.

Similar to the international survey, most of these trends indicated greater globalization and recognition that more and more people are migrating. In the case of Canada, because of the relative increase in employment due to

retirement, low birth rates, and demographic changes, a greater number of immigrants will be required to fill the gaps not filled by Canadian-educated employees. Greater speed and ease of academic credential assessment were, therefore, deemed especially necessary.

### C.3 International questionnaire

The main recipients of this questionnaire were the ENIC members as well as individuals who were recommended to us during the course of our research. Of the 55 ENIC countries we contacted, 26 responded with completed surveys (Albania, Andorra, Armenia, Australia, Austria, Belarus, Bulgaria, Croatia, Denmark, Estonia, Finland, France, Holy See, Hungary, Ireland, Kazakhstan, Malta, Netherlands, New Zealand, Poland, Russian Federation, Slovenia, Spain, Sweden, Turkey, United Kingdom). The 27 member states of EFPA (European Federation of Psychologists' Associations) were also contacted as an example of European professional regulatory bodies, two of whom responded. Additionally, two individual contacts and one United Kingdom regulatory body returned completed questionnaires. In all, we contacted 98 different organizations or individuals and received 31 completed responses, which meant we had a response rate of 31.6 per cent.

#### 1 - Type of organization

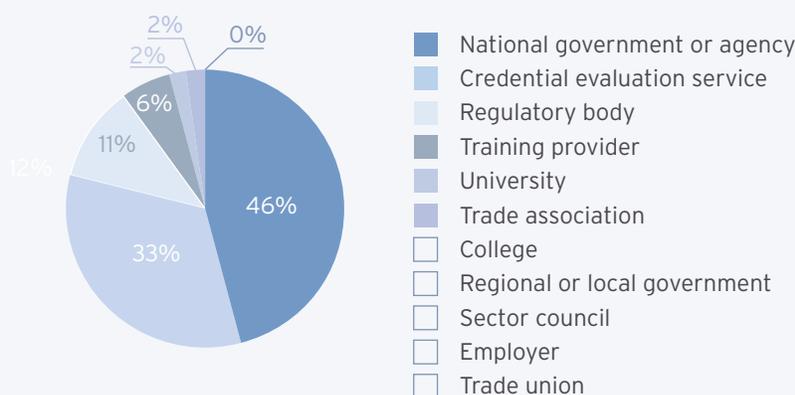
The majority of respondents were from national government agencies (46 per cent), followed by credential assessment services (33 per cent). There was a large amount of overlap between these two groups, suggesting that in many countries, credential assessment is in large part directly funded or provided by the national government.

Other respondents indicated they were regulatory bodies (11 per cent) or training providers (6 per cent). One respondent was from a university (2 per cent), and another was from a trade organization (2 per cent). No respondents indicated they were colleges, regional or local bodies, sector councils, employers, or trade unions. One respondent did not reply to this question.

#### 2 - Scope

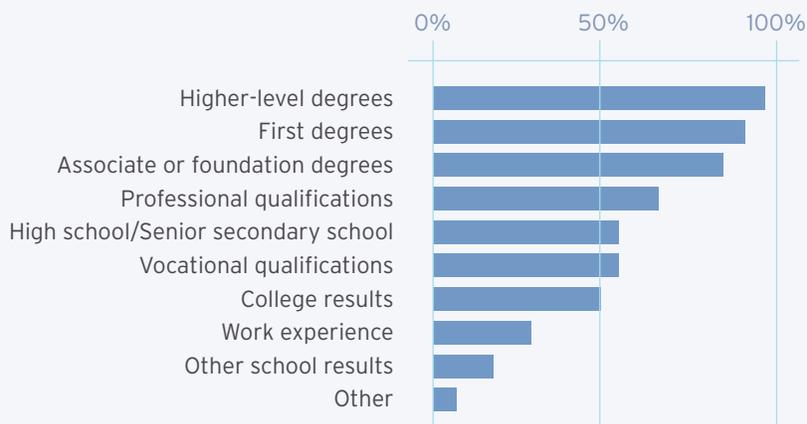
Nearly all respondents indicated they assessed higher-level degrees (97 per cent), and 90 per cent of respondents assessed first degrees. Twenty-six respondents (84 per cent) indicated they assessed associate or foundation degrees. Slightly more than half of respondents (52 per cent) said they assessed high-school or secondary-school credentials. Professional and vocational qualifications were assessed by 20 and 16 respondents respectively (65 per cent and 52 per cent). College results were assessed by 45 per cent of respondents. Work experience was recognized by just over one-quarter of responding institutes (26 per cent).

**Chart 4 - Type of organization**  
**What type of organization are you? (Check all that apply)**





**Chart 5 - Types of qualifications**  
**Which types of qualifications does your organization access?**



Additionally, some countries had specific assessment procedures for certain disciplines such as teaching or ecclesiastical competencies. One respondent indicated he or she would assess any educational experience from primary school upward, although most seemed to start assessments at the secondary-school level.

For vocational fields, one organization indicated it would recognize qualifications obtained as the result of recognition of prior learning (for example, National Vocational Qualifications achieved by portfolio preparation in England), while another mentioned that although he or she did not assess work experience explicitly, it would be taken into positive account during the assessment process.

Only one-third of respondents indicated they had a specialization, which ranged from geographic specializations (either country-specific or region-specific) to subject specializations such as teaching.

**3 - Volume**

The number of academic credential assessors employed by the respondents varied dramatically, from none<sup>2</sup> to more than 50, with the average lying around 12 academic credential assessors per organization. One organization relied on a group of 100 volunteers to do the work, but did not specifically employ anyone for the task.

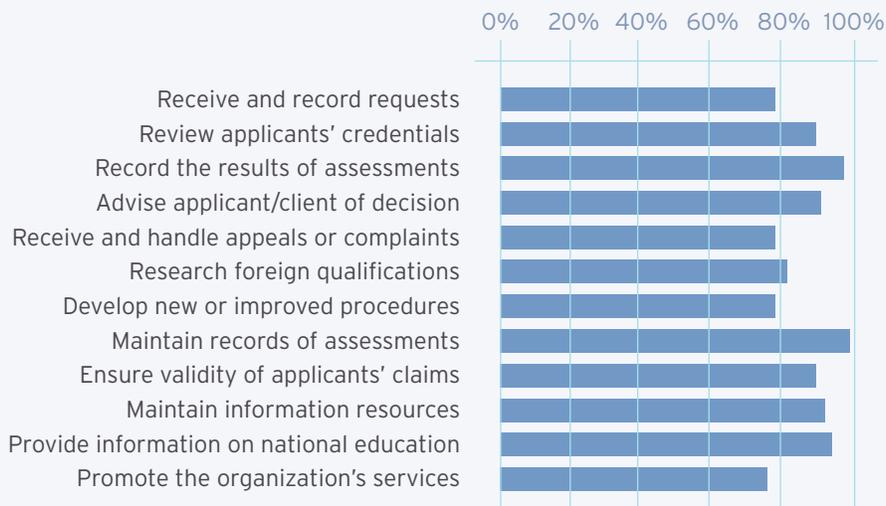
All respondents assessed international qualifications, while about 40 per cent indicated they also assessed internal qualifications. Again, the numbers of assessments per year varied, from one or two to 33,000 for foreign academic credentials (average of more than 10,000), and from 12 to 500 for internal qualifications; that is, within the country concerned (average of about 220). The variation was partly due to the size of the country, but also the type of recognition being requested (e.g., respondents from universities or specific trade organizations tended to perform fewer assessments than private services or government agencies).

<sup>2</sup> One respondent indicated that the opinion of external experts was relied on rather than internal evaluation, while another relied on an army of around 100 volunteers, not paid employees.





**Chart 6 - Functions performed by academic credential assessors**  
**What functions do your credential assessors perform?**



**4 - Functions**

All answers on the question of functions performed (see Appendix C2 for a full description of functions performed) received high response rates, suggesting that many academic credential assessors perform the majority of tasks necessary for credential assessment themselves.

Receiving and recording of assessment requests (79 per cent), developing or improving procedures for assessment (79 per cent), and promoting the organization's services (75 per cent) were the roles least performed. In a subsequent interview, one respondent clarified that larger organizations had employees who performed secretarial duties, such as recording assessment requests, but were not the actual assessors. Additionally, some organizations were too small to actively develop new procedures, and promotion of services was not the responsibility of some organizations (e.g., government-funded ones).

Other roles indicated by respondents included training (both in person and by correspondence), writing books, participating in national and international workshops or conferences with the aim of improving academic credential assessments, checking the authenticity of documents (e.g., ensuring they did not originate from diploma mills), providing information on-line for use by other organizations or individuals,

managing and answering inquiries (through an inquiry hotline, in the case of one respondent), assessing refugee qualifications, and assessing international courses suitable for students of that country to take before they apply.

The main outcome produced by these organizations was an assessment report stating the result of each applicant's request. Many of these reports are legally binding. Some organizations also recommended workshops or seminars for applicants to take part in, depending on the result of their request. One respondent worked for an assessment agency that produced a comprehensive database of information pertaining to academic credential assessment that is accessible to a number of subscribers.

**5 - Minimum qualifications to become an academic credential assessor**

All organizations specified a minimum of a bachelor's degree to be hired as an academic credential assessor, although some organizations mentioned that their employees all held at least a master's degree. (One organization required master's degrees from its applicants.) Certain organizations required a specific area of study, such as the humanities. Registration with the appropriate regulatory bodies was necessary for subject-specific assessment services (such as psychological and engineering bodies).



Required experience varied from none to mandatory attendance of a specialized course provided by the government to a minimum of three years' work experience in a relevant field. A few respondents mentioned they provided a large amount of training on-site but that previous experience of international education was beneficial.

The most common skill requirement was knowledge of, or willingness to learn, a foreign language. Other skill requirements included computer literacy; legal or research experience; or specific sector, language, or geographic knowledge. The ideal academic credential assessor was indicated as having high levels of professionalism, multi-tasking ability, and an interest in conducting detailed and explorative research.

In a subsequent telephone interview, one respondent emphasized that he or she looked for new graduates from university who were "bright, young, and hungry." This respondent believed that experience was less important than a desire to learn, and emphasized exposure to foreign languages and cultures rather than fluency.

### **6 - Training**

Training of academic credential assessors also varied widely, from no training provided to multi-module courses spanning a few weeks. Most of the training was performed in-house through apprenticeship-style, on-the-job work experience. This process took between six and 12 months, depending on the organization and the individual. Some organizations provided language courses, while others provided extensive training to new assessors before pairing them with a more experienced mentor.

Government-funded assessment programs had access to the same training as all other government employees, but often these were very general and in areas such as computer literacy. Government courses did not usually emphasize task-specific training for the field of academic credential assessment. Instead, there was a reliance on learning on the job and working as part of a team. Private organizations were more likely to provide specific assessment training to their employees, partly because they were larger and had a lower turnover rate of employees and, therefore, could afford to invest a large amount of time and money into the training.

### **7 - Customers**

There were two main categories of customers: organizational clients (educational institutions, regulatory bodies, employers) and individuals (international students, immigrants, refugees, internationally trained nationals, etc.). The largest group of organizational clients were employers looking to assess the academic credentials of potential employees; the largest group of individual clients were refugees.

### **8 - Related organizations**

Not surprisingly, since most of the people we contacted were associated with ENIC countries, their international contacts were heavily based in this organization as well. Other associated bodies included ministries of education and other national ministries, trade bodies, and education authorities.

While some of these bonds were formal and contractual, many were not and relied on consistency and trust between members of the community. Many of these contacts were made at international meetings, conferences, or conventions of academic credential assessors. Despite the fact that these ties may not have been formal and in writing, they were heavily relied on for the exchange of information, especially in the cases of diploma mills and fraudulent or unrecognized institutions.

### **9 - Trends**

Organizations indicated several different trends they felt would impact the field of academic credential assessment. These included the following:

- globalization (increasing Internet availability of information, increased speed of updates);
- moving from equivalency to a lack of substantial differences;
- assessment of learning outcomes (emphasis on output rather than input);
- development and use of international and national qualification frameworks;
- movement toward lifelong learning instead of specific periods of formal learning;
- increased use of academic credential assessment due to the globalization of education (joint degrees, exchange years, etc.) and employment;
- introduction of new processes and agreements (e.g., Bologna process), which increase the scope of work required by academic credential assessors.

All these trends point toward a greater need for the role of academic credential assessors in the educational and vocational fields, as well as a need for increased interconnectivity, consistency, and ease of communication and exchange of information between these individuals and the organizations.

#### C.4 Focus groups

The project team held four meetings of practising academic credential assessors in order to obtain information for the competency profile and related matters:

- OCTOBER 29, 2010** The afternoon of the CPWG “kick-off” meeting (in the CMEC office, Toronto) was dedicated to a focus group. There were 14 people present, including at least eight practitioners.
- NOVEMBER 2, 2010** A special meeting was held in the Council of Atlantic Ministers of Education and Training (CAMET) offices, Halifax. In spite of the very short prior notice, two practitioners were able to attend from New Brunswick.
- NOVEMBER 8, 2010** A one-hour session was held at the CAPLA conference, Ottawa. There were perhaps 50 people present. CICIC explained the context (Phase II of the Pan-Canadian Quality Standards in International Credential Assessment project – of which this project is one strand). The rest of the session was used to present this project, to hand out an initial list of functions, invite feedback and questions, and gather contacts and key informants.

- JANUARY 13, 2011** A two-hour-long focus group at CEFAHQ was held to review the competency list developed through the previous three focus groups and to see what may have been missed in the process. This focus group was held in French and included 12 participants, 10 of whom were professionals in the field of academic credential assessment.

#### C.5 Consultation interviews

Following the initial batch of e-questionnaire responses, a number of Canadian and international respondents were approached and asked if they would be willing to participate in a telephone interview. Those who agreed were also asked some questions by e-mail about the size of their workforce and their labour market.

The total number of interviews was nine, of which four represented international contacts and five represented various groups within Canada.

Further details are given in Appendix D.

## **D. DEVELOPMENT OF THE COMPETENCY PROFILE**

A Professional Association of Canadian Academic  
Credential Assessors should be created to regulate  
the profession.

### D.1 Format for the competency profile

At the Toronto kick-off meeting, CamProf presented the following format for the competency profile:

- functional group of competencies;
- core, optional, or additional competencies;
- performance criteria;
- knowledge requirements (overall, group, competency specific);
- range of circumstances;
- values and attitudes;
- examples;
- assessment criteria;
- European Qualifications Framework (EQF) level, Bloom levels, relative importance, frequency, level of difficulty.

It was agreed that, where possible, we should use existing Canadian competency standards and their format in order to facilitate the emergence of shared formats and standards. In the absence of suitable Canadian standards, we should use others from outside Canada for the same reason, where they are found to be of sufficient quality.

### D.2 Functional groups

The focus groups produced a list of tasks performed by academic credential assessors. From this, a first grouping into four main functional groups was produced. This was further refined into three functional groups:

1. assessment
2. communication
3. information management

These are supported by two further groups:

4. professional competencies
5. specialist competencies

### D.3 Individual competencies: core, optional, and additional

Each group of competencies contains a set of individual competencies. These are further classified into core competencies, optional competencies, and additional competencies.

Core competencies are those that should be held by any competent Canadian academic credential assessor.

In addition, there is a set of optional competencies that reflect the diversity of the profession; for example, there may be some competencies that are essential for a professional regulator but not required for a university entrance academic credential assessor nor for one working for an industrial employer. Core competencies plus selected optional competencies are the essential competencies for each subtype of academic credential assessor.

Additional competencies are those that are not part of the essential competencies (core plus an appropriate selection of the optional competencies). They are additional specialist areas of knowledge or skill that are not essential but are widely found [e.g., many of the competencies in Functional Group 5 (Specialist competencies)].

### D.4 Content of competency statement

For each competency, we describe separately the performance criteria and the underpinning knowledge required. The performance criteria are specified as simple sentences using the infinitive form of the verb, following the phrase, "He or she is able to," for example, "draft a letter to the client, recording the assessment decision." Knowledge will be specified at the level of individual competency, but also at the level of functional group for any knowledge that is common to all competencies within the functional group. The competency also specifies the range of situations over which an academic credential assessor should be competent. Where possible, examples of potential situations are given to illustrate the real intention of the competency. Examples can be very helpful in clarifying the intention because the wording of a competency has to be very generic.

The assessment criteria are provided to give guidance on what evidence is required (what types of evidence and how much) to prove competency and, in due course, achieve accreditation. It should be noted that the assessment criteria and the modified Bloom level will determine the standard for a qualification. However, it will be possible to use the competencies to define a range of standards by either writing them up or writing them down. For example, a higher level standard might say, "Check and sign letters recording the assessment decision."



## D.5 Levels

Levels provide a numerical value for the scale of difficulty or challenge involved in a particular qualification or profile, or components thereof. There are a number of schemes around the world, usually called frameworks, with between five and 15 levels. Good examples are the EQF and the English Qualifications and Credit Framework (QCF).

It was decided to use a Canadian system of levels to define the level of each competency. We have, therefore, taken the level descriptors of the Canadian Degree Qualifications Framework ([www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf](http://www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf)), which covers bachelor's, master's, and doctoral level degrees. We have extended this framework downward using the Ontario Qualifications Framework (OQF). This is the only Canadian framework below degree level recorded on the CICIC Web site, although we are aware that another one has been developed by the Canadian Tourism Human Resources Council (CTHRC). The level descriptors of this combined Canadian framework are shown in Volume I, Appendix I of the competency profile.

The other parameters (Bloom levels, relative importance, frequency, and level of difficulty) were estimated by the consultant team for the consultation draft, and their values were confirmed or improved by the CPWG and the wider community during the consultation. The modified Bloom level descriptors for three domains (knowledge, skills, and attitudes and values) are given in Appendix II, with further coding specified in Appendix III (in Volume I of the competency profile).

## D.6 The consultation process

Using the process described above, a draft competency profile was submitted to the working group on January 24, 2011, and discussed in a lengthy teleconference one week later.

The working group then made further written comments over the following week, resulting in the production of the public consultation draft on February 11, 2011. This was translated into French, and both language versions were published on the CICIC Web site about one week later.

Requests for feedback were issued by notice on the Web site, by e-mail, and by both CICIC and CamProf to all contacts established over the course of the project, with various reminders.

In total, some 69 comments were received, without exception referring to specific points of detail within the competencies. There were no issues concerning the structure of the competency profile or the format of the individual competency units.

These were considered carefully, and various adjustments or clarifications were made to the competency profile.



## ■ E. CONTEXT RESEARCH

“Consideration should be given to creating an on-line developers’ forum for those interested and enthusiastic enough to share applications and ideas.”<sup>3</sup>

---

<sup>3</sup> Canadian Information Centre for International Credentials under the Council of Ministers of Education Canada. (2012). *Competency Profile for an Academic Credential Assessor Volume 2*; Retrieved January 11, 2012, from [http://cicic.ca/docs/2012/Competency\\_Profile\\_Volume\\_2\\_EN.pdf](http://cicic.ca/docs/2012/Competency_Profile_Volume_2_EN.pdf)

## E.1 Emergence of a new profession of academic credential assessors

The assessment of an academic credential becomes important when someone from another country wishes to study or work here, without repeating the full course of study. Canada's high rate of immigration means that this has been an issue for a long time, and considerable expertise has been developed. This is also true of other countries with high immigration rates (e.g., Australia, New Zealand, United States) and in the European Union, with its internal labour market of 27 countries. Globalization of the education market (particularly at higher education levels) and of the professional labour market is making the issue increasingly important, as the international flows of qualified professionals grow each year. We are witnessing the emergence of a new profession and the accompanying knowledge, terminology, practices, and values.

### Canada

Canada has 13 jurisdictions (10 provinces and three territories), each one having responsibility for education. There is, therefore, a variety of systems for secondary and postsecondary education. However, although universities in Canada are autonomous and reflect the diversity of the country, there are consistent higher-education qualification systems across Canada.

A chart of the Canadian education system (obtained from the CICIC Web site) is included in Appendix E.

### The UNESCO Europe and North America Region

The Europe and North America Region of UNESCO has encountered issues arising from recognition of foreign academic credentials and responded with the joint Council of Europe and UNESCO Lisbon Recognition Convention, [UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region (1997)], followed by the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications (2001), and the recent Revised Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications (2010).

There is also the European Network of National Information Centres (ENIC) on academic recognition and mobility, which is made up of all 47 Council of Europe countries, Canada, the United States, Australia, and New Zealand.

European Union (EU) member countries of ENIC also participate in the National Academic Recognition Information Centres (NARIC) network. It is run by the European Commission of the EU and includes all EU member states and the European Economic Area.

ENIC and NARIC countries collaborate closely, hold joint meetings, and maintain a common Web site.

## E.2 Economic background

Canada suffered far less than most Western economies from the recent financial crisis. With strong banking regulation and an economy based more on agriculture, minerals, and other primary industries, only three successive quarters showed negative gross domestic product (GDP) growth. Consumer spending is steady and business investment is expanding, but housing investment has fallen.

**Chart 7 - Final domestic demand outpaces gross domestic product**



Source: Statistics Canada, *The Daily*, August 31st, 2010, p. 2.

Total employment, at around 17.2 million, has recovered from a sharp fall in the first half of 2009 to an all-time peak. Both private- and public-sector employment have increased over the last year, while self-employment has decreased. Full-time employment has increased, whereas part-time employment has decreased.



In the last two years (covering the recession period), the total working-age population grew by 2.9 per cent and the labour force by 1.9 per cent. This explains the still high unemployment rate shown in Chart 8.

Statistics Canada reported that immigration was running at 252,500 in 2010. In its medium-growth scenario projection, this would increase by one-third to roughly 333,600 immigrants per year by 2036, a growth rate of more than 1 per cent per annum.

In the same time scale, the total population of Canada will increase to more than 40 million on even its low-growth scenario.

In addition, according to the 2006 census, there were 230,000 non-permanent residents aged 15 and older. Around half were working, mostly full time – more than double the number ten years previously.

Equally relevant is that the educational profile of immigrants is improving. Immigrants are more likely to be well-educated individuals, aspiring to professional employment, rather than the unskilled, semi-skilled, or craft workers of the past.

These twin factors of volume and education will result in a steady increase in the demand for academic credential assessment over the coming years.

**Chart 8 - Labour force survey**

**Employment**

thousands



**Unemployment rate**

%



Source: Statistics Canada; Labour Force Survey; *The Daily*, October 2010, p. 2 and 3.

**E.3 Employers of academic credential assessors in Canada**

**For education**

In order to obtain entry into a higher education program, it is necessary to demonstrate that one fulfills the entry requirements. The work is carried out by academic credential assessors working directly for or by agreement with:

- an educational institution (or even a specific faculty or department) [e.g., the faculties or divisions of Dalhousie University or Red River College];

- a public sector academic credential assessment service [e.g., CEFAHQ, the International Qualifications Assessment Service (IQAS) of Alberta, or the Academic Credentials Assessment Service (ACAS) in Manitoba];
- a private academic credential assessment service [e.g., World Education Services (WES) Canada or the International Credential Assessment Service of Canada (ICAS)];
- an academic assessment service established within



an educational institution to serve the general public [e.g., the International Credential Evaluation Service (ICES) at the British Columbia Institute of Technology or the Comparative Education Service (CES) at the University of Toronto].

The Association of Registrars of Universities and Colleges of Canada (ARUCC) has an interest in academic credential assessment, and its members have provided input into this project.

The Alliance of Credential Evaluation Services of Canada (ACESC) represents the seven largest academic credential assessment services, which cooperate to raise standards and assure quality, and has contributed to this project from the start.

#### **For professional regulators**

Regulatory bodies in the provinces and territories have responsibility for registering a wide range of professions and issuing licences to practise. Some have academic credential assessors who assess international academic credentials prior to determining the acceptability of qualifications. Part of their work is to determine the relevance of applicants' academic credentials; for example, to identify whether there has been sufficient academic education for professional practice or what additional academic education is required. Therefore, academic credential assessment is carried out by professional regulatory bodies or by agreement with public or private academic credential assessment services.

There are several bodies that bring together Canadian professional regulators and whose members have had some input into this project:

- Canadian Network of National Associations of Regulators;
- Association of Accrediting Agencies of Canada;
- The Interprovincial Standards Red Seal Program;
- The Canadian Construction Association (CCA) Gold Seal Certification Program.

#### **For others**

We believe there are some large employers who employ their own academic credential assessors, who doubtless also do some academic credential assessment work as part of their recruitment activities (and possibly as

part of quality assurance, too). They are principally in the government sector, but the total number is much smaller than those working for education and professional regulators. We are not aware of any channel to reach this group.

Finally, there are groups (mostly nongovernmental, voluntary organizations) whose role it is to help immigrants, and it is likely that some of these are doing some academic credential assessment work. It is most likely that those involved in PLAR for immigrants and refugees will have particular links with academic credential assessment services, although our participation at the CAPLA conference leads us to understand that PLAR practitioners do not generally assess academic credentials. Similarly, although academic credential assessors need to be aware of what is possible through PLAR (for those who have never gained formal academic credentials that reflect their capability or those such as refugees who have lost evidence of their academic credentials) and be able to refer clients to appropriate PLAR resources, they do not themselves require PLAR competence.

We are not aware of any professional association of academic credential assessors in Canada, or indeed elsewhere.

#### **E.4 What do we know about academic credential assessors?**

The main theme coming out of our research into academic credential assessors is the lack of consistency between assessment organizations. These differences mainly stem from the fact that organizations (or countries, for that matter) often have different focuses for their assessments: regulation of industry, immigration, or assessment of specific trade qualifications, for example.

Within organizations, there can also be specializations. Individuals may specialize in specific languages or geographical areas rather than each individual employee working in all sectors, maximizing efficiency. Additionally, many organizations have developed extensive databases of already-researched data and/or previous decisions, also maximizing efficiency within the organization. Larger organizations are more likely to have detailed, extensive databases, but many smaller organizations also have some form of electronic data that can be referred to. Some of

these databases, such as that of UK NARIC, are already made available to others at a cost. To identify fraudulent institutions assessors usually rely on communication and “white lists” – lists of recognized institutions – rather than lists of unrecognized ones.

Educational requirements to become academic credential assessors can vary, but most require a first degree or higher. Geographic, linguistic, or educational specializations can be an asset. Attention to detail was mentioned by several respondents to the e-questionnaire, as well as in the interviews, as being the most important quality in any prospective candidate. Because of the difficulty and specifics of the job, many of those interviewed who are responsible for hiring new academic credential assessors mentioned they will look for candidates with the desired qualities and then train them on the job.

### E.5 Training

The training available varies, but most training was described as being on the job – similar to an apprenticeship – while they learn the craft of academic credential assessment. There is a variety of external training courses available in addition to on-the-job training. For example, World Education Services (WES) provides and hosts workshops and seminars for academic credential assessors from different organizations. These workshops cover new techniques in academic credential assessment, as well as how to spot fraudulent documentation.<sup>4</sup> They can also include testimonials from presenters who have undergone academic credential assessments. The ENIC network, also hosts meetings to allow academic credential assessors to network and share techniques and information with one another.

At the moment, to our knowledge, there is no postsecondary course in academic credential assessment, aside from certain assessment organizations that require the successful completion of a specific, short-duration, academic credential assessment course as a prerequisite for hire.

The training needs of academic credential assessors are usually met by their employers or by self-development. As

mentioned above, there does not appear to be any directly relevant academic course, although the new competency profile was developed to serve as the basis for a future open-learning course.

It is also clear that there has been a certain amount of work placements with other ENICs, which has helped to share information and procedures and to build mutual understanding and trust. It is intended that the competency profile from this project will be shared internationally as well as across the different employers in Canada. We have, therefore, taken international best practice into account in developing the competency profile.

### E.6 Labour market information

The first question to ask is “Is there a labour market?” With Canada’s vast geographic size, its 13 education systems, and its two official languages, it seems more realistic to regard the labour market as a series of separate, loosely connected regional markets.

We describe above the recruitment and training of assessors in general terms (Sections E.4 and E.5).

The CICIC Web site reports estimates of

- more than 50 regulated occupations,
- 400 regulatory bodies,
- Seven (major) assessment agencies, and
- 427 recognized and authorized postsecondary education institutions, all involved in the assessment and recognition of academic credentials.

In a survey of 41 qualifications assessment agencies undertaken for the Ontario Office of the Fairness Commissioner and published in March 2009, 29 agencies answered the question regarding number of employees as follows:

<sup>4</sup> WES brochure, available on its Canadian Web site: [www.wes.org/ca](http://www.wes.org/ca)



NUMBER OF EMPLOYEES	NUMBER OF AGENCIES
0-10	12
11-50	11
51-100	4
100+	2

Most responding agencies had fewer than 50 employees; only two had more than 100.

Scaling up these figures and estimating the numbers for the smaller bodies, the total labour force involved might be 2,000-3,000 people, but it could be higher since some of the large agencies did not respond. These figures include administration and management staff as well as assessors.

No one complained of high labour turnover or recruitment difficulties. (On the contrary, one US respondent said, “The poor economy provides us with a large pool of people seeking to be employed by us,” but this may not apply in Canada.)

Most organizations (particularly the small ones) do not seem to have a formal grade structure or formal pay scales. One large organization has a three-tier structure with assistants, juniors, and seniors with approximate overlapping salary levels:

Assistants	\$49,000-\$64,000
Juniors	\$53,000-\$70,000
Seniors	\$61,000-\$80,000

Others have lower salaries, sometimes much lower.

Most organizations have administrative support for their professional staff (e.g., reception, correspondence, filing, data maintenance).

Other than these general remarks, we have been unable to obtain any realistic data on growth rates, salaries, or turnover.

### E.7 Quality assurance

We close this context section with a few remarks on quality. The quality of assessment is clearly crucial, both to the future well-being of the individual and the credibility of the admitting organization. It is important that assessments be respected, widely accepted, and portable (meaning that an assessment by one organization is trusted by others).

It is noticeable that most of the international agencies consulted in this project have a code of practice or similar. Furthermore, it is clear that these codes bear remarkable similarities to each other, having evolved from common core notions.

However, most of the foreign agencies enjoy a domestic monopoly. This is not the case in Canada, with provincial/territorial, professional, and university autonomy generating some diversity of approaches with a multitude of operators.

In her introductory message to the Study of Qualifications Assessment Agencies (2009), the Ontario Fairness Commissioner stated the following:

“The results confirm that the process to qualify to practise in many professions can be lengthy, costly and difficult. They also reveal examples of good practices in organizations that are working to improve the fairness of their assessment practices.”

This has been addressed in a major study, Pan-Canadian Quality Standards in International Credential Evaluation, published in March 2009 by CICIC. This study concluded that while the majority of assessments are relatively consistent, there were instances of differences in result, processes, and methodologies. It stated there were opportunities to better harmonize practices to improve consistency, and went on to make a series of recommendations in that regard.

We hope the current project, too, will aid the process of quality improvement in academic credential assessment.



## ■ F. RECOMMENDATIONS FOR FUTURE DEVELOPMENTS

Employers of academic credential assessors should integrate the competency profile into their recruitment and promotion processes. They should also use the competency profile to define their technical competencies in their performance appraisal system.<sup>5</sup>

---

<sup>5</sup> The recommendations are those of the authors and do not necessarily reflect the opinion of the Council of Ministers of Education, Canada or the Canadian Information Centre for International Credentials.

The first phase of the Pan-Canadian Quality Standards in International Credential Evaluation recommended: “Improve public awareness, especially among employers, regarding the role of assessment agencies.”<sup>6</sup> From the beginning, the development of this competency profile has been intended to “increase the visibility of the profession [of academic credential assessors].”<sup>7</sup> This final section recommends ways in which the competency profile can be used as the basis for further technical developments (Section F.1), and also for improved public awareness within Canada (Section F.2) and beyond (Section F.3).

### F.1 Future developments arising from the competency profile

The competency profile was intended both to “help organizations employing Academic Credential Assessors improve their human resource requirements”<sup>8</sup> and lead to “the development of a university program suited specifically to that profession.”<sup>9</sup> From our experience, we know a competency profile can be used in the following ways:

1. The profile could be used to assist CMEC and CICIC to continue their process of developing a set of credentials for academic credential assessors. We anticipate a variety of modular credentials that reflect the competencies in the profile, and which provide a progression route to full qualification, and even beyond (by acquiring specialist credentials). Each competency can, in theory, lead to two credentials: an academic credential relating to the underpinning knowledge required, and a competency-based credential that shows the full competency has been achieved (which must incorporate the academic credential). The appropriate learning processes and assessment tools will be markedly different for the two types of credential. In practice, the range of credentials on offer will depend on what is practical (reflecting the typical career paths of the profession) and economic. It is considered essential that a PLAR assessment route should be offered as well as the traditional course-based route in order to cater to all

those competent professionals who do not require a course before offering evidence for assessment.

2. CMEC and CICIC should promote the development of a university program for academic credential assessors, with modules reflecting the competency profile. It would seem more appropriate to develop the program as a blended learning or distance learning course so it is cost effective and accessible to those already in employment, and even to students outside Canada. We are unaware of any existing distance learning courses for the core competencies of an academic credential assessor.
3. Employers of academic credential assessors will find it convenient to use the competency profile to define their technical competencies in their performance appraisal system. They should identify which competencies are required for each job role in their organization as the first step to creating a tailored version for their own use. The profile can be used to specify the competencies that are discussed and rated during the performance appraisal interview. It should be possible to use the performance appraisal records to provide evidence toward an academic credential/qualification as part of a PLAR process.
4. Organizations that employ academic credential assessors will also be able to integrate the competency profile into their recruitment and promotion processes. The profile can be used to identify and define those competencies that will be advertised and the criteria to be rated by the interviewer.
5. Organizations whose members are academic credential assessors (employers and professional bodies) can integrate the competency profile into their continuing professional development systems. For example, the competency profile provides the basis for a self-diagnostic assessment of learning needs. We have used a similar competency profile as the basis for the classification system for a Web site offering developmental resources such as short courses and publications.
6. Organizations that perform academic credential assessment can integrate the competency profile into their quality assurance system; for example, ensuring that only staff who can demonstrate their competence against the profile’s requirements are

6 Recommendation 9

7 Request for Proposals

8 Request for Proposals

9 Request for Proposals

permitted to perform certain critical functions such as signing off an assessment report.

7. The quality assurance framework for academic credential assessment should use the profile to specify criteria for staff competencies, a primary determinant of quality outcomes.
8. Those associations that bring together organizations that perform academic credential assessment should
  - integrate the profile into their membership requirements (e.g., by requiring an explicit commitment to achieving competent and qualified staff and using the profile as the yardstick for competency);
  - negotiate discounts in the premium for professional indemnity insurance from insurance companies to reflect the reduced risk from using staff whose competency can be demonstrated (e.g., because their performance is regularly appraised against the competency profile or because they hold a qualification based on the competency profile);
  - develop a standard contract of engagement for academic credential assessment services that assures the client that competent staff will be used (with competency defined using the competency profile, as in the previous example).
9. CICIC could develop a manual for employers showing how to use the competency profile for applications such as those above (see, for example, <http://www.cic.org.uk/activities/STEP.pdf>, pages 76-102). This manual could be jointly undertaken with other bodies that have developed competency profiles, such as Engineers Canada and the Sector Skills Councils.
10. Academic credential assessors and the organizations that employ them should form a Professional Association of Canadian Academic Credential Assessors. The professional association would need to establish the following:
  - grades of professional membership (e.g., student, associate member, member, fellow), while defining the standards required for each grade and the assessment processes to determine whether the grade may be awarded;

- systems for initial training (e.g., specifying minimum requirements for an employer's graduate and technician training schemes);
- systems to support (and require) the continuing professional development (CPD) of the members in order to maintain their competency in a rapidly evolving environment;
- a code of ethics that members are required to uphold and a public register of members who are recognized as competent academic credential assessors.

All of these systems/requirements should be based on the competency profile.

11. Professional bodies for related professions should be made aware of the competency profile and invited to use it. For example, the Canadian Council of Human Resources Associations [(CCHRA) [www.cchra.ca](http://www.cchra.ca)] might consider adopting some of the academic credential assessor competencies as an optional or additional module of the Certified Human Resources Professional (CHRP) Body of Knowledge and Required Professional Capabilities. An IT professional body might recognize the competencies related to IT as fulfilling certain requirements for membership or one of its credentials.
12. The competency profile should be periodically reviewed and updated. The first review should probably be initiated in 2013, as there will undoubtedly be a significant number of modifications identified when it is used, and because the profession and professional practice are developing very rapidly. A mechanism to collect comments on usage and requests for modifications could be established on the CICIC Web site.
13. There should be an independent external assessment of the impact of the Pan-Canadian Quality Standards in International Academic Credential Assessment project, including the competency profile, in 2014 (after there has been adequate opportunity for the new tools to have been adopted and implemented). The assessment should review both the process of implementation and the impact in order to
  - identify further initiatives that are required;
  - derive lessons for implementation of change programs in other professional areas;

- provide a case study of the establishment of a new professional discipline.
14. Appendix I, in Volume I of the competency profile presents a simple combination of two made-in-Canada qualifications frameworks, both of restricted scope. It is important to have reference levels for competency profiles and credentials frameworks, and it is desirable to use a pan-Canadian, pan-sectoral framework. What we have used is only acceptable as a temporary expedient. Consideration should be given to developing a pan-Canadian, pan-sectoral framework.

## F.2 Dissemination within Canada

Dissemination within Canada will need to be to different groups:

- provincial/territorial/federal governments (because of their roles as policy-makers, employers of academic credential assessors, and employers of those with foreign academic credentials);
  - individuals performing academic credential assessment tasks;
  - employers of academic credential assessors;
  - organizations using the services of academic credential assessors as clients;
  - organizations relying on the recommendations of academic credential assessors (e.g., those recruiting foreigners, professional regulatory bodies, universities, and colleges);
  - individual clients wishing to have their academic credentials assessed (or a potential academic credential assessed before they invest in achieving it);
  - those providing services to academic credential assessors (e.g., those providing training, assessment, or accreditation of quality assurance);
  - professional bodies for related professions (see Section F.1, recommendation 11);
  - career-guidance professionals, to alert them to the emergence of a new professional career;
  - those promoting Canada as a place of work or study, and those helping immigrants to achieve their potential;
  - and, of course, the general public, who can be reassured that academic credential assessment in Canada is being done in a professional way, to agreed-upon standards, which is setting an example for other countries in all parts of the world.
- We, therefore, recommend the following actions:
15. The competency profile and this final report should be produced as a high-quality, graphically designed document.
  16. The competency profile should be made available on-line for download as a PDF document and for distribution on CD-ROM (e.g., at conferences). A printed hard-copy version should also be made available (for instance, to every Canadian academic credential assessor for his or her personal continuing professional development).
  17. This final report and its appendices should be made available on-line for download as a PDF document. A small number of hard copies may be desirable for distribution to key individuals and organizations. Any CD-ROMs (produced under the previous recommendation) should include the final report and its appendices bundled together with the competency profile.
  18. Consideration should be given to creating an on-line developers' forum for those interested and enthusiastic enough to share applications and ideas. (It seems probable that this can be achieved as part of the project to develop a Web-based application to share assessment results, resources, and methodologies on academic credential assessments.) Members of the forum should have access to the Microsoft Word version of the competency profile so they can edit and use it (e.g., fine-tuning for use in in-house documents such as performance appraisals). People should be encouraged to develop commercial applications such as additional modules for existing HR and training software, or even smartphone apps.
  19. CICIC should develop a voluntary register of all known Canadian academic credential assessors and their employers (including human resource departments of government bodies and other major employers). They should use the register to draw attention to the outcomes and products of the different components of the Pan-Canadian Quality Standards in International Credential Assessment project: competency profile, quality assurance framework, terminology guides, developers' forum, etc.
  20. CICIC should make a sustained effort to identify all employers that do their own in-house academic credential assessment and to contact their

assessors. Channels that could be used include the following:

- Sector Skills Councils
  - CCHRA
  - provincial/territorial registration bodies for registered occupations
  - bodies supporting immigrants
  - networks of those involved in recruiting migrants and promoting immigration
21. CICIC should undertake a campaign to engage all academic credential assessment services that could be interested in complying with the competency profile and quality assurance framework. There could be a symbol or seal of approval to give public recognition to organizations that have achieved full compliance, and an associate status logo that indicates the organization is committed to compliance and actively working toward it. This symbol and logo could be used on recruitment advertisements, correspondence, and brochures, and on documents recording the results of an assessment.
  22. There should be a major public launch of the competency profile, with a press release and press conference. The CMEC Communications office will be able to advise on whether it is best to have a joint launch with other recent products, such as the terminology guides and the quality assurance framework, or whether a series of launches will be more effective. There can be a reinforcement of the publicity as part of the lead-up to the National Workshop of Academic Credential Assessors in the fall of 2011. There will be an additional opportunity to reiterate the announcement when Canada ratifies the Lisbon Recognition Convention.
  23. Those involved in the development of the competency profile (members of the working group, consultants) should be encouraged to
    - make presentations at conferences related to education, recruitment, the professions, etc.;
    - publish articles about the competency profile in academic and professional journals.

### F.3 Dissemination beyond Canada

The existence of the competency profile in both French and English makes it accessible to a very large global audience. The profile has been developed with full international

consultation and is without rivals developed elsewhere. This is also true for the quality assurance framework, the terminology guides, and the other products, which are mutually consistent and mutually supporting, and the whole is greater than the sum of the parts. We, therefore, recommend that the competency profile together with the other products should be made as widely available as possible. This will provide additional benefits:

- It will enhance the image of Canadian academic credential assessors worldwide as a leading body of professionals.
- It will encourage continuing feedback on the competency profile, which can be upgraded accordingly, making it more robust and a continually improving product.
- It will encourage others to adopt (and adapt) the competency profile for their own use, which in turn will create a critical mass of users sharing concepts, ways of working, vocabulary, etc., and facilitate international cooperation and quality assurance.
- It will increase the likelihood of software tools being developed to use the competency profile because the potential market will be greater.
- It may even encourage immigration to Canada, by improving the image of academic credential assessment.

We, therefore, recommend the following:

24. CICIC should send an e-mail circular bulk mailing to all known foreign academic credential assessors and employers of academic credential assessors, through all UNESCO regions' network related to academic credential assessments, and especially to those who have shown interest in this project. The bulk mailing should come jointly from all the subprojects, should draw their attention to what is now available (competency profile, quality assurance framework, terminology guides, developers' forum, etc.), and should encourage them to adopt (and adapt) these tools for their own use.
25. CICIC should use a form of intellectual property rights that provides free licence to use and adapt, provided acknowledgement of the source is always given. This will encourage both uptake and further development of the materials and ensure the origins are widely known. The open source Creative Commons (<http://creativecommons.org>) would be



appropriate.

26. Canadian academic credential assessors should be encouraged to make presentations at international conferences for academic credential assessors, academics, and professions, and to publish information about the competency profile, quality assurance framework, terminology guides, developers' forum, etc., in international journals.
27. CICIC should be a partner (or contractor, where appropriate) for relevant international projects in order to maximize the international awareness and uptake of what has been produced.



PAN-CANADIAN QUALITY STANDARDS IN  
INTERNATIONAL ACADEMIC CREDENTIAL ASSESSMENT  
RESOURCES AVAILABLE IN ENGLISH

---

1. Pan-Canadian Quality Standards in International Academic Credential Assessment: Phase II
  2. *Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials*
  3. *Competency Profile for an Academic Credential Assessor – Volume 1*
  4. *Competency Profile for an Academic Credential Assessor – Volume 2*
  5. *Competency Profile for an Academic Credential Assessor – Volume 3*
  6. A Feasibility Study for a Distance Education Program for Canadian Academic Credential Assessors
  7. A Feasibility Study for a Web-Based Application to Share Assessment Results, Resources, and Methodologies on Academic Credential Assessments
  8. *English Terminology Guide for Academic Credential Assessment in Canada*  
<http://terminology.cicic.ca>  
(ON-LINE ONLY)  
  
*French Terminology Guide for Academic Credential Assessment in Canada*  
<http://terminologies.cicdi.ca>  
(ON-LINE ONLY)
  9. Country Profiles  
<http://countryprofiles.cicic.ca>  
(ON-LINE ONLY)
- 

LES RESSOURCES SONT AUSSI DISPONIBLES EN FRANÇAIS



[www.evaluation.cicic.ca](http://www.evaluation.cicic.ca)

# 5

PAN-CANADIAN QUALITY STANDARDS IN  
INTERNATIONAL ACADEMIC CREDENTIAL ASSESSMENT

---

## **Competency Profile for an Academic Credential Assessor VOLUME 3 – APPENDICES**

---



Canadian Information Centre  
for International Credentials

Centre d'information canadien  
sur les diplômes internationaux

---



**cmeC**

Council of  
Ministers  
of Education,  
Canada

Conseil des  
ministres  
de l'Éducation  
(Canada)

---

**Funded by:**



Human Resources and  
Skills Development Canada

Ressources humaines et  
Développement des compétences Canada

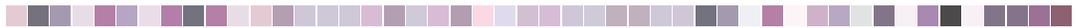
---

**ACKNOWLEDGEMENTS**

This report was prepared by Cambridge Professional Development Ltd., under the direction of the Canadian Information Centre for International Credentials with the input and advice of volunteers from the academic credential assessment community.

The views expressed in this report are those of the authors and do not necessarily reflect the opinion of the Council of Ministers of Education, Canada or the Canadian Information Centre for International Credentials.

The authors and CICIC wish to thank the individuals who gave generously of their time for interviews, discussions, and surveys, and who assisted in completing the work.



The Council of Ministers of Education, Canada, was formed in 1967 by the provincial and territorial ministers responsible for education to provide a forum in which they could discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces and territories with national educational organizations, the federal government, foreign governments, and international organizations. CMEC is the national voice for education in Canada, and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.

The Canadian Information Centre for International Credentials (CICIC) was established in 1990 after Canada ratified the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region, to assist Canada in carrying out its obligations under the terms of this convention. In 1997, Canada signed the subsequent Lisbon Recognition Convention, promoted its Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications, and adopted a set of General Guiding Principles for Good Practice in the Assessment of Foreign Academic Credentials. Both of these conventions promote international mobility by advocating wider recognition of higher education and professional qualifications.

CICIC collects, organizes, and distributes information and acts as a national clearing house and referral service to support the recognition and portability of Canadian and international educational and occupational qualifications.

**Canadian Information Centre for International Credentials (CICIC)**

**At the Council of Ministers of Education, Canada (CMEC)**

**95 St. Clair Avenue West, Suite 1106**

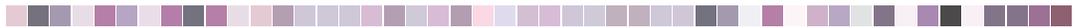
**Toronto, Ontario M4V 1N6**

**Telephone: 416-962-8100**

**Fax: 416-962-2800**

**E-mail: [info@cicic.ca](mailto:info@cicic.ca)**

**© 2012 Council of Ministers of Education, Canada**

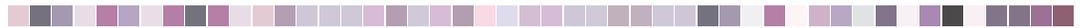


### **Note of Appreciation**

The Council of Ministers of Education, Canada (CMEC) and its unit the Canadian Information Centre for International Credentials (CICIC) would like to acknowledge the financial support of Human Resources and Skills Development Canada (HRSDC) through its Foreign Credential Recognition (FCR) Program.

A number of individuals and organizations have played key roles in the research and recommendations set out in this report. The success of our project owes much to their efforts and generosity of time. We extend our warmest thanks to the consultants, regulatory bodies, universities, employers, colleges, credential assessment services, fairness commissioners, sector councils, directors of apprenticeship, immigrant settlement agencies, and civil servants that participated in the various working groups and the second National Workshop for Academic Credential Assessors. And finally, a special mention is due to the individuals who participated in the focus groups, telephone interviews, and on-line surveys. By openly sharing their policies, opinions, and challenges, they provided us with the necessary information to build our tools. Their input is valued now and in the future as we endeavour to move forward with the next phase.





**TABLE OF CONTENTS**  
**APPENDICES**

APPENDIX A. LIST OF SELECTED RESEARCH MATERIALS..... 2

APPENDIX B. FOCUS GROUPS: DIGEST OF RESULTS..... 8

APPENDIX C1. E-QUESTIONNAIRE (FRANÇAIS) ..... 12

APPENDIX C2. E-QUESTIONNAIRE (ENGLISH)..... 16

APPENDIX C3. CANADIAN E-QUESTIONNAIRE RESPONDENTS..... 20

APPENDIX C4. INTERNATIONAL E-QUESTIONNAIRE RESPONDENTS..... 24

APPENDIX D. CONSULTATION INTERVIEWS ..... 27

APPENDIX E. CANADA'S EDUCATION SYSTEMS..... 30



■ **APPENDIX A  
LIST OF SELECTED RESEARCH  
MATERIALS**

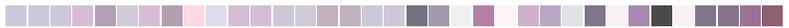
## Canada

TITLE	DATE	AUTHOR/ SOURCE	SIZE/WEB SITE	FRENCH	NOTES
Pan-Canadian Quality Standards in International Credential Evaluation	December 2008	ACESC/ CICIC/ CMEC	60 pages <a href="http://www.cicic.ca/docs/2009-report-standards-evaluations.en.pdf">http://www.cicic.ca/docs/2009-report-standards-evaluations.en.pdf</a>	Y	<ul style="list-style-type: none"> <li>Investigation into need for credential assessors (current situation, prospective situation in Canada);</li> <li>Made 11 recommendations, including creating quality assurance framework, set of country profiles, develop competency profile, develop college/university degree program for CAs, and improve public awareness.</li> <li>Page 20 shows how different assessments can be; pages 22, 25, and 26 show just how differently assessment agencies operate and who uses them.</li> <li>Appendix 1 shows differing requirements from applicants.</li> </ul>
Alliance of Credential Evaluation Services of Canada	2003-2009	ACESC	<a href="http://www.canalliance.org/assurance.en.stm#1">www.canalliance.org/assurance.en.stm#1</a>	Y	<p>Major objectives:</p> <ul style="list-style-type: none"> <li>assuring clients and organizations that use credential assessments (e.g., employers, professional regulatory bodies, immigration officers, and postsecondary institutions) that Alliance members follow quality criteria and standards;</li> <li>ensuring fair and equitable treatment of all clients of Alliance member services;</li> <li>improving the portability of credential assessments and facilitating the recognition of quality services across Canada;</li> <li>promoting the consistent application of fair and credible assessment standards across Canada;</li> <li>providing guidance in the establishment of new services in Canada.</li> <li>quality criteria members must abide by.</li> </ul>
ACESC Self-Assessment Survey	September 1999	ACESC	<a href="http://www.canalliance.org/documents/questionnaire.en.pdf">www.canalliance.org/documents/questionnaire.en.pdf</a>	Y	Self-explanatory: document to ensure credential assessors are following the rules/to see where they need improvement.
ACESC Self-Assessment Review Report		ACESC	<a href="http://www.canalliance.org/documents/Assessment.report.final.en.PDF">www.canalliance.org/documents/Assessment.report.final.en.PDF</a>	Y	Report released upon receipt of self-assessment survey.
General Guiding Principles for Good Practice in the Assessment of Foreign Credentials	1990-2010	ACESC	<a href="http://www.cicic.ca/502/good-practice.canada">www.cicic.ca/502/good-practice.canada</a>	Y	Requirements to be followed by ACESC members, including time and fee requirements and emphasizing consistency.
Guide to Terminology Usage in the Field of Credentials Recognition and Mobility in English in Canada	March 2003	CICIC	<a href="http://www.cicic.ca/410/guide-to-terminology-usage-in-the-field-of-credentials-recognition-in-canada.canada">www.cicic.ca/410/guide-to-terminology-usage-in-the-field-of-credentials-recognition-in-canada.canada</a>	Y	Glossary of terminology
General Reference for Foreign Credential Evaluations in Canada	1990-2000	CMEC	<a href="http://www.cicic.ca/383/foreign-credential-recognition.canada">www.cicic.ca/383/foreign-credential-recognition.canada</a>	Y	<p>Links to other documents, including current regulations on the following:</p> <ul style="list-style-type: none"> <li>admission to Canadian universities;</li> <li>recognition of refugee qualifications;</li> <li>information for Canadians studying abroad.</li> </ul>



TITLE	DATE	AUTHOR/SOURCE	SIZE/WEB SITE	FRENCH	NOTES
IQAS Methodology Workshop Notes	2009	IQAS	72 pages	N	
CICIC Web Site - Project Social Network	2010	CICIC	<a href="http://discussion.cicic.ca/app/objectives/?id=0">http://discussion.cicic.ca/app/objectives/?id=0</a>	Y	
List of Seven Canadian Services		CICIC	<a href="http://cicic.ca/415/credential-assessment-services.canada">http://cicic.ca/415/credential-assessment-services.canada</a>	Y	Lists the seven main credential assessment services within Canada (by province/territory).
Chart of Canada's Education Systems	2010	CICIC	1 page (see Appendix E)	Y	
Study of Qualifications Assessment Agencies	March 2009	Office of the Fairness Commissioner (Ontario)	46 pages <a href="http://www.fairnesscommissioner.ca/en/downloads/PDF/study_of_qualifications_assessment_agencies_print_pdf_english.pdf">http://www.fairnesscommissioner.ca/en/downloads/PDF/study_of_qualifications_assessment_agencies_print_pdf_english.pdf</a>	Y	(implemented September 2010)
Ministerial Statement on Quality Assurance of Degree Education in Canada	2007	CMEC	13 pages <a href="http://www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf">http://www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf</a>	Y	
Ontario Qualifications Framework		Ministry of Training, Colleges and Universities	4 pages <a href="http://www.tcu.gov.on.ca/eng/general/postsec/oqf">http://www.tcu.gov.on.ca/eng/general/postsec/oqf</a>	Y	
Common Values of the Liberal Professions in the European Union	2007	European Council of the Liberal Professions (CEPLIS)	4 pages <a href="http://www.ceplis.org/en/values.php">http://www.ceplis.org/en/values.php</a>	Y	
Standards, Training and Education for Progression: The Constructive Guide	2010	Construction Industry Council (UK)	124 pages <a href="http://www.cic.org.uk/activities/STEP.pdf">http://www.cic.org.uk/activities/STEP.pdf</a>	N	Contains EUSCCCIP Framework for CPD, CISC User's Guide, Professional Competence Model.
Europass Language Passport	2001	Council of Europe	<a href="http://europass.cedefop.europa.eu/europass/home/hornav/Downloads/LangPassport/ELPTemplate.csp">http://europass.cedefop.europa.eu/europass/home/hornav/Downloads/LangPassport/ELPTemplate.csp</a>	Y	
National Occupational Standards for Management and Leadership	2008	Management Standards Centre (UK)	<a href="http://www.management-standards.org">www.management-standards.org</a>	N	





### International (multinational)

TITLE	DATE	AUTHOR/SOURCE	SIZE/WEB SITE	FRENCH	NOTES
Lisbon Recognition Convention (original) (original name: Convention on the Recognition of Qualifications concerning Higher Education in the European Region)	1997	Council of Europe	<a href="http://conventions.coe.int/Treaty/en/Treaties/Html/165.htm">http://conventions.coe.int/Treaty/en/Treaties/Html/165.htm</a>	Probably	Original document. See below for updated publication.
Revised Recommendation Criteria and Procedures for the Assessment of Foreign Qualifications	June 2010	UNESCO/ Council of Europe	11 pages <a href="http://www.cicic.ca/docs/lisboa/recommendation-foreign-qualifications-2010.en.pdf">http://www.cicic.ca/docs/lisboa/recommendation-foreign-qualifications-2010.en.pdf</a>	N	<ul style="list-style-type: none"> <li>pages 2-3: series of relevant prior agreements and connected organizations</li> <li>pages 4-11: basic elements of good practice (not just for individual credential assessors, but also their organizations; e.g., fee levels), which has a lot of relevance on attitudes and values</li> <li>pages 12-23: notes on each paragraph of the previous section</li> <li>pages 24-25: flowchart of the process of assessing a foreign qualification/credential</li> </ul> <p>It is interesting to note the following:</p> <ul style="list-style-type: none"> <li>UNESCO has adopted the Europass Diploma Supplement;</li> <li>learning outcomes come to the fore;</li> <li>acceptance of rough equivalence – not a requirement for detailed total equivalence;</li> <li>recognition of the difference between potential (as indicated by high marks) as allowing entry to a course, and competence as required for a licence to practise.</li> </ul>
General References on the Lisbon Recognition Convention	1990-2010	CICIC	<a href="http://www.cicic.ca/661/lisbon-convention.canada">http://www.cicic.ca/661/lisbon-convention.canada</a>	Y	<p>Contains links to the following documents:</p> <ul style="list-style-type: none"> <li>full text of the Convention</li> <li>revised recommendations 2010 (see above)</li> <li>revised code of good practice</li> <li>recommendations on the recognition of joint degrees</li> <li>ENIC/NARIC charter of activities and services</li> <li>recommendations on internal access qualifications</li> </ul>
Developing Attitudes to Recognition: Substantial Differences in an Age of Globalisation	December 2009	Council of Europe	170 pages		<p>Detailed discussion of the technical, philosophical, administrative, and political issues involved in the concept of “substantial differences.”</p> <p>Edited by E. Stephen Hunt and Sjur Bergan.</p>

### International (single nation)

TITLE	DATE	AUTHOR/SOURCE	SIZE/WEB SITE	FRENCH	NOTES
Information Management System	2008	UK NARIC	5 pages	N	
Evaluation Criteria and Methodology	2008	UK NARIC	5 pages	N	
Application Procedures	2008	UK NARIC	3 Pages	N	



## External references and contacts

TITLE	DATE	AUTHOR/ SOURCE	SIZE/WEB SITE	FRENCH	NOTES
General Assessment Reference	1999-2010	ENIC-NARIC	<a href="http://www.enic-naric.net/">http://www.enic-naric.net/</a>	N	CMEC has a listserv of ENIC-NARIC international credential assessors (200+). <ul style="list-style-type: none"> <li>e-mails from 55 countries used to send out questionnaire (excluding Iceland).</li> </ul>
Position Description for Credential Evaluator	January 2007	British Columbia Institute of Technology	2 pages	N	Lays out current requirements in the search for new credential assessors in British Columbia.
Position Advertisement for Credential Evaluator	July 10, 2009	British Columbia Institute of Technology	1 page	N	
Suggestions from Philip Mondor	October 29, 2010		1.5 pages (e-mail)	N	<ul style="list-style-type: none"> <li>emphasis should be on benchmarking in Activity 3;</li> <li>comments on validation of the standard;</li> <li>affirmation of the purpose of the profile;</li> <li>should discuss skill levels.</li> </ul>
ENIC-NARIC Contact List	November 2011	CICIC	2 pages	N	Contains list of all heads for each of the 55 countries, plus e-mails.
UK NARIC Code of Practice	2008	UK NARIC	from web site home page		<ul style="list-style-type: none"> <li>information management systems</li> <li>assessment</li> <li>application procedures</li> <li>chart</li> </ul>
Quality Assurance Framework	November 2009	ACESC			
Canada's Economic Action Plan		Government of Canada	main Web site: <a href="http://www.actionplan.gc.ca/eng/index.asp">http://www.actionplan.gc.ca/eng/index.asp</a>		
Position Description for Credential Evaluator			4 pages	N	Main points for ideal academic credential assessors summarized.
Survey Results: March Meeting Memo	March 23, 2009	World education services (WES) workshop	spreadsheet	N	Data obtained through WES workshop.
Competency Profile - Summary	June 2009	WES workshop	2 pages	N	<ul style="list-style-type: none"> <li>summarizes competency profile for credential assessors;</li> <li>includes competencies analysis.</li> </ul>
Skills and Competencies Analysis		WES workshop	7 pages	N	<ul style="list-style-type: none"> <li>summarizes skills and competencies analysis for credential assessors;</li> <li>discusses interpersonal skills, technical expertise, etc.</li> </ul>





## Documents obtained from questionnaire and focus group contacts

TITLE	DATE	AUTHOR/ SOURCE	SIZE	FRENCH	NOTES
Position Profile	October 15, 2010	Federation of Law Societies of Canada	4 pages	N	<ul style="list-style-type: none"> <li>• position description for Counsel, Policy, and Credentialing;</li> <li>• position now filled,</li> <li>• legal experience required (subject specification).</li> </ul>
Position Description	March 1, 2006	Athabasca University	5 pages	N	Job description for Senior Assessor
Position Description	March 1, 2006	Athabasca University	4 pages	N	Job description for Intermediate Assessor
Position Description	May 1, 2010	Athabasca University	7 pages	N	Job description for Intermediate Articulations Assistant
Position Description	May 1, 2010	Athabasca University	9 pages	N	Job description for Senior Articulations Assistant
Position Description	July 1, 2009	Athabasca University	6 pages	N	Job description for Assessment Assistant
Continuing Competency Profile	October 2004	Alberta College of Paramedics	112 pages	N	Competency profile for Emergency Medical Responder (EMR)
Continuing Competency Profile	October 2004	Alberta College of Paramedics	131 pages	N	Competency profile for Emergency Medical Technician (EMT)
Continuing Competency Profile	October 2004	Alberta College of Paramedics	168 pages	N	Competency profile for Emergency Medical Technologist-Paramedic (EMT-P)
Position Description		IQAS	5 pages	N	Job description for Senior Educational Assessment Consultant (IQAS)
Conseillère et conseiller en reconnaissance des acquis et des compétences	2006	Gouvernement de Québec - Ministère de L'Éducation, du Loisir et du Sport	48 pages	Y (French document)	Analysis of the situation of work in Quebec





**APPENDIX B**  
**FOCUS GROUPS: DIGEST OF RESULTS**



The project team held four meetings of practising academic credential assessors in order to obtain information for the competency profile and related matters:

**OCTOBER 29, 2010** The afternoon of the Competency Profile Working Group “kick-off” meeting (in the CMEC office, Toronto) was dedicated to a focus group. CPWG was augmented by Joy Van Kleef so that there were 14 people present, including at least eight practitioners.

**NOVEMBER 2, 2010** A special meeting was held in the Council of Atlantic Ministers of Education and Training (CAMET) offices, Halifax. In spite of the very short prior notice, two practitioners were able to attend from New Brunswick.

**NOVEMBER 8, 2010** A one-hour session was held at the CAPLA (Canadian Association for Prior Learning Assessment) conference, Ottawa. There were perhaps 50 people present. CICIC explained the context (phase II of the Pan-Canadian Quality Standards in International Credential Assessment project – of which this project is one strand). The rest of the session was used to present this project, hand out an initial list of the functions, invite feedback and questions, and identify contacts and key informants.

**JANUARY 13, 2011** Centre d’expertise sur les formations acquises hors du Québec (CEFAHQ) Focus Group

The following information was gathered at the kick-off meeting:

1. Organization types employing academic credential assessors (organizational landscape)
  - size and culture
  - locations
  - numbers of academic credential assessors
  - Anything else?

2. Clients of academic credential assessors
  - types of organizations
  - types of individuals (nationality, occupation, skills)
  - types of qualifications assessed
  - Anything else?
3. History of the academic credential assessor role
  - scope
  - training and qualifications for academic credential assessors
  - trends
4. Contact details of key informants (Canadian and international)
5. Feedback on the proposed format of the competency profile
6. What outcomes/products does an academic credential assessor produce?
7. Functions performed by academic credential assessors

Of these, item 7 was the most important, and a list of functions was collected, sorted, and classified.

At the Halifax meeting, the project was first introduced by ComProf. Next, a list of the outcomes produced by academic credential assessors was brainstormed (item 6 above), followed by a list of the functions performed by academic credential assessors (item 7 above). These were used to validate and extend the lists created in Toronto. The consolidated list was used in Ottawa.

In spite of the sizeable attendance at our workshop in Ottawa, and the close connection between Prior Learning Assessment and Recognition (PLAR) and academic credential assessors, the volume of new information was not large. The consolidated list of functions resulting from the three focus groups is presented in the next pages.

The January focus group at CEFAHQ was used to check the list of competencies obtained through the previous three focus groups. It was also used as a meeting of francophone academic credential assessors, and was held in French. During the discussion of the list of competencies, certain translation effects emerged (for example, the translation of proofreading as relire, which literally means re-read). It was felt that re-reading was a normal part of any process and didn’t really express what was necessary. One of





the participants suggested that revoir, or reviewing, the document (from different directions) would be more appropriate.

The notion of PLAR and lifelong learning was mentioned several times, with a discussion on what role it played in academic credential assessment occupying a small part of the time. It was felt that, while the importance of PLAR and recognition of lifelong learning was important to be acknowledged by assessors, it would not be within their job parameter to assess such learning.

A key notion that all present felt was missing from the list of competencies was the understanding of how a decision might affect the applicant's life and ability to earn a living. This was expressed as "respect for the individual." This included such things as confidentiality and human interaction when and if the applicant and assessor discussed the application.

In terms of changes to the layout, the participants felt that three different groups for communication were superfluous, but that the competencies could be arranged hierarchically within one category for better understanding. The importance of discussion, which was originally under "communication," was recommended to be included under "training," as it was the best method of preparing new employees (through presentations of case studies and sharing of opinions). It was also felt that all the competencies listed under the appeals section belonged in the communication section, as it was simply a different form of communication. A side note to this was that Quebec has a unique independent appeals process that they felt should be put as an optional competency.

Overall, the participants felt the list of competencies very accurately represented the job of the average academic credential assessor. Minor problems existed in translation, and some competencies had been omitted or placed in the wrong section, but the general feeling was that it was a very comprehensive list.





## FUNCTIONS PERFORMED BY A CANADIAN ACADEMIC CREDENTIAL ASSESSOR

### PROCESS

- establish educational history for candidate
- determine what additional documents are required
- apply credential assessment methodology
- compare foreign systems to Canadian educational systems (qualification frameworks)
- do comparison analysis: comparing foreign credential to Canadian standards
- do detailed assessment
- assess requirements and uphold service policies
- interpret policy for admissions in terms of assessment decision
- formulate equivalency decisions
- prepare official statements
- proof
- determine credit value
- create grade conversion scales
- review requests for assessment
- determine where PLAR becomes necessary
- amend/adjust procedures
- work with terminology
- verify authenticity of documents

### QUALITY ASSURANCE

- interpret policies to inform decisions
- review policy, change/correct information
- think critically
- ensure assessment is consistent with past decisions and/or other organizations

### FOREIGN LANGUAGES

- spot check translations
- read in foreign language
- learn country-specific issues (e.g., document requirements) or where to source this

### RESEARCH

- consult databases/precedent files/other organizations to inform equivalency decision
- research information from books, publications, Internet
- research information about different educational systems
- establish institution recognition status
- contact educational institutions, other institutions, ministries, accredited bodies to obtain additional information
- analyze the scope and intent of the program

### INFORMATION MANAGEMENT

- generate and analyze statistics about clients and assessments
- work with a computer, Internet, and databases
- build database of assessment data
- record/maintain/manage database of requests
- determine which files should be saved permanently
- keep record of documents for precedents/database
- update database of assessment letters
- create resources for credential assessment (credential guides, templates, etc.)
- annotate office copies with explanation of outcomes for credentials that are rare, confirmed authentic, or confirmed forgeries

### COMMUNICATION AND COLLABORATION

- share knowledge with colleagues
- present to peers and clients and public stakeholders
- take part in outreach and external workshops
- communicate with clients/organizations (internal and external bodies)
- cooperate
- correspond with credential assessment contacts
- liaise with other agencies on specific issues

### EXTERNAL COMMUNICATION

- receive requests for credential assessment
- respond to e-mail and phone inquiries on document requirements and application procedure
- communicate with clients/organizations, internal/external bodies
- advise client of need for verification or additional information on institution or program
- issue assessment-decision letters
- refer clients to appropriate others
- explain to client how assessment outcome was reached
- respond to inquiries from public and stakeholders

### INTERNAL COMMUNICATION

- advise/consult others on issues related to credential assessment
- discuss assessments with co-workers
- participate in meetings
- collaborate with colleagues on assessment decisions

### PROFESSIONAL INTEGRITY

- keep up with and/or create best practices
- advocate for good assessment practices
- engage in professional and ethical practice
- develop/protect credential assessment field and practice
- assist in research protocols
- contribute professionally to groups and colleagues
- bring ideas to improve systems policy and assessment techniques

### TRAINING

- learn about documentation procedures
- learn about education systems
- shadow senior credential assessors
- discuss assessment decisions with colleagues
- train other credential assessors
- mentor other credential assessors

### APPEALS

- receive appeals/complaints
- adjudicate appeals/complaints
- justify assessment decisions (complaints/appeals)
- communicate decision and reasons to candidate so they are easily understood





**APPENDIX C1**  
**E-QUESTIONNAIRE (FRANÇAIS)**



## 1. Identité

### Renseignements démographiques

Nom :  
 Titre :  
 Nom de l'organisme :  
 Adresse :  
 Province :  
 Code postal :

Téléphone :  
 Adresse électronique :

### Votre organisme correspond à quel type parmi les suivants?

- Service d'évaluation des titres de compétences
- Université
- Collège
- Fournisseur de programmes de formation
- Gouvernement fédéral
- Gouvernement provincial ou territorial
- Organisme d'apprentis

- Organisme de réglementation
- Conseil sectoriel
- Employeur
- Association professionnelle
- Syndicat
- Autre (veuillez préciser ci-dessous)

## 2. Envergure

### Votre organisme évalue-t-il :

- |   | OUI                      |                                   | OUI                      |
|---|--------------------------|-----------------------------------|--------------------------|
| • Diplômes d'études supérieures                       | <input type="checkbox"/> | • Qualifications professionnelles | <input type="checkbox"/> |
| • Diplômes de premier cycle                           | <input type="checkbox"/> | • Qualifications spécialisées     | <input type="checkbox"/> |
| • Grades d'associé                                    | <input type="checkbox"/> | • Expérience de travail           | <input type="checkbox"/> |
| • Résultats d'études collégiales                      | <input type="checkbox"/> | • Autres résultats scolaires      | <input type="checkbox"/> |
| • École secondaire/école secondaire de deuxième cycle | <input type="checkbox"/> | • Autre                           | <input type="checkbox"/> |

### Êtes-vous spécialisé dans un domaine ou un secteur?

Dans l'affirmative, veuillez préciser :

## 3. Volume

### Combien d'évaluateurs d'attestations votre organisme emploie-t-il?

Nombre d'évaluations par année :

- à l'étranger
- au Canada



## 4. Fonctions

**Quelles sont les fonctions de vos évaluatrices et évaluateurs d'attestations d'études?**

	OUI
• Recevoir et consigner les demandes d'évaluation	<input type="checkbox"/>
• Passer en revue les titres de compétences d'un postulant et les comparer aux bases de données de comparaison existantes à l'aide des procédures établies	<input type="checkbox"/>
• Noter les résultats des évaluations et les motifs des décisions	<input type="checkbox"/>
• Aviser la postulante, le postulant, la cliente ou le client des résultats de l'évaluation	<input type="checkbox"/>
• Recevoir et traiter les demandes d'appel et les plaintes	<input type="checkbox"/>
• Effectuer des recherches sur les qualifications étrangères afin de créer de nouvelles données de comparaison	<input type="checkbox"/>
• Élaborer de nouvelles procédures ou améliorer celles en place	<input type="checkbox"/>
• Tenir des registres des évaluations	<input type="checkbox"/>
• Veiller à la validité des demandes des postulantes et postulants en vérifiant auprès des organismes pertinents ou en faisant d'autres types de vérifications	<input type="checkbox"/>
• Maintenir des ressources informatives sur les systèmes d'éducation à l'étranger	<input type="checkbox"/>
• Sur demande, fournir de l'information sur les études postsecondaires au Canada	<input type="checkbox"/>
• Faire la promotion des services de l'organisme auprès des personnes qui pourraient (potentiellement) y avoir recours	<input type="checkbox"/>
• Autres - veuillez en dresser la liste	<input type="checkbox"/>

**Quels résultats obtiennent ces personnes ou quels produits fabriquent-elles?**

## 5. Documentation

**Votre organisme possède-t-il certains des documents suivants? Pourriez-vous les fournir?**

	OUI	PAR COURRIEL
• Profil de compétence, norme professionnelle (ou similaire)	<input type="checkbox"/>	<input type="checkbox"/>
• Description d'emploi ou de poste	<input type="checkbox"/>	<input type="checkbox"/>
• Annonce de postes à combler	<input type="checkbox"/>	<input type="checkbox"/>
• Autre	<input type="checkbox"/>	<input type="checkbox"/>

## 6. Qualifications

**Votre organisme précise-t-il certaines qualifications minimales ou souhaitées pour être évaluatrice ou évaluateur d'attestations d'études?**

- Éducation :
- Expérience :
- Compétences :
- Valeurs, attitudes, autre :



## 7. Formation

*Offrez-vous de la formation à vos évaluatrices et évaluateurs d'attestations d'études? Veuillez dresser la liste des cours, leur type et leur durée :*

	TYPE DE COURS	DURÉE
·		
·		

## 8. Clientèle

*Qui sont les principales clientes et les principaux clients de vos évaluations?*

## 9. Organismes apparentés

*Veuillez dresser la liste des principaux organismes qui vous sont apparentés ou avec lesquels vous travaillez :*

## 10. Tendances et changements

*Selon vous, quelles seront les principales tendances au cours des quelques années à venir?*

## 11. Suivi

*Y a-t-il d'autres personnes ou organismes avec lesquels vous nous recommandez de communiquer? Veuillez nous donner leurs coordonnées.*

*Existe-t-il des documents ou des sites web sur les évaluations d'attestations d'études ou sur les personnes qui effectuent de telles évaluations que vous nous recommanderiez?*

*Nous souhaitons aussi obtenir de l'information sur le marché du travail, par exemple le recrutement et les questions relatives aux compétences. Avez-vous des suggestions à cet égard?*

*Souhaitez-vous discuter de ces sujets dans le cadre d'une entrevue téléphonique (en français ou en anglais)?*

Dans l'affirmative, veuillez suggérer une date et une heure qui vous conviennent :



**APPENDIX C2**  
**E-QUESTIONNAIRE (ENGLISH)**



## 1. Identity

### Demographic Information

Name of person:  
 Job title:  
 Name of organization:  
 Address:

Telephone:  
 E-mail:

### What type of organization are you?

- Credential assessment service
- University
- College
- Training provider
- National government or agency
- Regional or local government

- Regulatory body
- Sector council
- Employer
- Trade association
- Trade union
- Other:

## 2. Scope

### Does your organization assess:

- Higher-level degrees
- First degrees
- Associate or foundation degrees
- College results
- High school/senior secondary school

YES

- 
- 
- 
- 
- 

- Professional qualifications
- Vocational qualifications
- Work experience
- Other school results
- Other:

YES

- 
- 
- 
- 
- 

### Do you have any subject or sector specialties?

## 3. Volume

### How many credential assessors does your organization employ?

Number of assessments per year:

- Foreign
- Internal (Domestic)





## 4. Functions

*What functions do your credential assessors perform?*

	YES
• Receive and record requests for assessment	<input type="checkbox"/>
• Review applicant’s credentials against existing comparison databases using established procedures	<input type="checkbox"/>
• Record the results of assessments, with reasons for decisions	<input type="checkbox"/>
• Advise applicant or client of results of assessment	<input type="checkbox"/>
• Receive and handle appeals or complaints	<input type="checkbox"/>
• Research foreign qualifications to create new comparison data	<input type="checkbox"/>
• Develop new or improved procedures	<input type="checkbox"/>
• Maintain records of assessments	<input type="checkbox"/>
• Ensure validity of applicant’s claims by checking with awarding body or other checks	<input type="checkbox"/>
• Maintain information resources on foreign education systems	<input type="checkbox"/>
• Provide information on national postsecondary studies on request	<input type="checkbox"/>
• Promote the organization’s services to (prospective) users	<input type="checkbox"/>
• Other – please list	<input type="checkbox"/>

*What outcomes do they produce?*

## 5. Documentation

*Does your organization have any of the following documents? Are you willing to provide them?*

	YES	E-MAILED
• Competency profile, occupational standard (or similar)	<input type="checkbox"/>	<input type="checkbox"/>
• Job or role description	<input type="checkbox"/>	<input type="checkbox"/>
• Job advertisement	<input type="checkbox"/>	<input type="checkbox"/>
• Other	<input type="checkbox"/>	<input type="checkbox"/>

## 6. Qualifications

*Does your organization specify any minimum or desired qualifications?*

- Education:
- Experience:
- Skills:
- Values, attitudes, other:





## 7. Training

*Do you provide training for your credential assessors? Please list courses:*

	TYPE OF COURSE	DURATION
·		
·		

## 8. Customers

*Who are the principal customers for your assessments?*

## 9. Related organizations

*Please list the other main organizations you relate to or work with:*

## 10. Trends and changes

*What do you think will be the main trends over the next few years?*

## 11. Follow-up

*Are there any other individuals or organizations you would recommend we approach?*

*Are there any documents or Web sites on credential assessors you would recommend?*

*Would you be willing to discuss these topics in a telephone interview (English or French)?*

If yes, please specify an appropriate date and time:



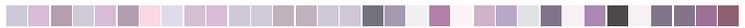


■ **APPENDIX C3  
CANADIAN E-QUESTIONNAIRE  
RESPONDENTS**



NAME	PROVINCE	ORGANIZATION
Becky Donelon	Alberta	Alberta College of Paramedics
Doug Cook	Alberta	College of Dieticians of Alberta
Jeff Stull	Alberta	International Qualifications Assessment Service
Jim D'Arcy	Alberta	Athabasca University
Patrick Hanlon	Alberta	Alberta Association of Immigrant Serving Agencies
Wendy Nielsen	Alberta	Alberta Education Professional Standards
Deirdre Brown	British Columbia	The University of British Columbia
Jelena Putnik	British Columbia	Multi-jurisdictional Midwifery Bridging Project
Kristine Smalcel Pederson	British Columbia	Thompson Rivers University
Mary Zhang	British Columbia	International Credential Evaluation Service
Michael Bluhm	British Columbia	The University of British Columbia
Roger Hur	British Columbia	International Credential Evaluation Service
Aimée Pittet	Manitoba	Red River College
Jeff Huston	Manitoba	University of Manitoba
Michelle Hagglund	Manitoba	College of Dieticians of Manitoba
Lauren Waples	Manitoba	Red River College
Dan Mills	New Brunswick	Post-Secondary Education, Training and Labour
David Hinton	New Brunswick	University of New Brunswick, Fredericton
Lynda Finley	New Brunswick	Nurses Association of New Brunswick
Stephen McCarthy	New Brunswick	Post-Secondary Education, Training and Labour, Apprenticeship and Occupational Certification
Teresa Francis	Nova Scotia	Prior Learning Centre
Audra Jefremovas	Ontario	Comparative Education Service
Beka Tavartkiladze	Ontario	World Education Services
Bonnie Kennedy	Ontario	Canadian Association for Prior Learning Assessment
Christiane DesLauriers	Ontario	Canadian Association of Occupational Therapists
Deborah Wolfe	Ontario	Federation of Law Societies of Canada
Elisa Rolon	Ontario	Engineers Canada





NAME	PROVINCE	ORGANIZATION
Eva Schausberger	Ontario	The Canadian Tourism Human Resource Council
Fred Phelps	Ontario	Canadian Association of Social Workers
Hanca Chang	Ontario	Ontario College of Teachers
Katie Condon	Ontario	Canadian Association of Occupational Therapists
Leila Harbinson	Ontario	Ontario Secondary School Teachers' Federation
Mary Lou Gignac	Ontario	College of Dieticians of Ontario
Monica Chong	Ontario	Comparative Education Service
Robin Ormsby	Ontario	Qualifications Evaluation Council of Ontario
Sarah Ledwidge	Ontario	International Credential Assessment Service of Canada
Suzanne Kay	Ontario	Canadian Association of Occupational Therapists
Alain Collette	Quebec	Ordre professionnel des technologistes médicaux du Québec
Alain Liard	Quebec	Ordre des géologues du Québec
Alexandre Dufour-Mignault	Quebec	Centre d'expertise sur les formations acquises hors du Québec
Céline Giroux	Quebec	Ordre des orthophonistes et audiologistes du Québec
Claire Jeffrey	Quebec	Centre d'expertise sur les formations acquises hors du Québec
Emmanuelle Duquette	Quebec	Ordre des technologues en imagerie médicale et en radio-oncologie du Québec
Danielle Pilette	Quebec	Ordre des urbanistes du Québec
Félix Dunais	Quebec	Centre d'expertise sur les formations acquises hors du Québec
Giles Nollet	Quebec	Ordre des opticiens d'ordonnances du Québec
Karine Blais	Quebec	Ordre des CMA du Québec
Louissette Rougeau	Quebec	Ordre des agronomes du Québec
Marielle Pauzé	Quebec	Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec
Marie-France Tremblay	Quebec	Ordre des chiropraticiens du Québec
Mathieu Demers	Quebec	Centre d'expertise sur les formations acquises hors du Québec
Michel Bédard	Quebec	Centre d'expertise sur les formations acquises hors du Québec
Félix Dunais	Quebec	Centre d'expertise sur les formations acquises hors du Québec





NAME	PROVINCE	ORGANIZATION
Pauline Pommet	Quebec	Ordre des traducteurs, terminologues et interprètes agréés du Québec
Pierre Labbé	Quebec	Service régional d'admission au collégial de Québec
Sandra Lacroix	Quebec	Ordre des CGA du Québec
Serge Orzes	Quebec	Ordre professionnel de la physiothérapie du Québec
Stéphane Beaulieu	Quebec	Ordre des psychologues du Québec
Suzanne Bareil	Quebec	Ordre des ingénieurs forestiers du Québec
Sylvie Lebœuf	Quebec	Collège des médecins du Québec
Tina Maki	Saskatchewan	Association of Professional Engineers & Geoscientists of Saskatchewan





■ **APPENDIX C4  
INTERNATIONAL E-QUESTIONNAIRE  
RESPONDENTS**

NAME	COUNTRY	ORGANIZATION
Mimoza Gjika	Albania	Ministry of Education and Science, Albanian NARIC
Enric Manel Garcia Lopez	Andorra	Department of Academic Organisation and Qualifications
Liana Karakhanyan	Armenia	National Information Center for Academic Recognition and Mobility
Amanda Gordon	Australia	AEI-NOOSR, Department of Education, Employment and Workplace Relations
Heinz Kasparovsky	Austria	ENIC-NARIC Austria
Ina Mitskevich	Belarus	National Institute for Higher Education
Erwin Malfroy	Belgium	Ministry of Education and Training Flanders
Kostadin Tonev	Bulgaria	National Center for Information and Documentation
Katarina Simic	Croatia	Agency for Science and Higher Education
Allan Bruun Pedersen	Denmark	Danish Agency for International Education
Gunnar Vaht	Estonia	Archimedes Foundation
Maie Kreegipuu	Estonia	Department of Psychology, University of Tartu
Susanna Karki	Finland	Finnish National Board of Education
Tikkanen Tuomo	Finland	Finnish Psychological Association
Amaury Tiberghien	France	CIEP-ENIC NARIC France
Gabor Meszaros	Hungary	Educational Authority, Hungarian Equivalence and Information Centre
Niamh Lenehan	Ireland	National Qualifications Authority of Ireland
Shirley Micallef	Malta	Malta Qualification Recognition Information Centre
Bas Wegewijs	Netherlands	Nuffic
Pamela Hulston	New Zealand	New Zealand Qualification Services
Hanna Reczulska	Poland	MNiSW
Nurilya Shakhanova	Republic of Kazakhstan	National Accreditation of Education and Science Center of the Ministry
Valery Mitrofanov	Russian Federation	Russian ENIC
Sabina Zajc	Slovenia	Ministry of Higher Education, Science and Technology, Education Recognition Unit, ENIC-NARIC Slovenia



<b>NAME</b>	<b>COUNTRY</b>	<b>ORGANIZATION</b>
Juan Carlos Parodi	Spain	Ministerio de Educacion
Lars Petersson	Sweden	Swedish National Agency for Higher Education
Hulya Pisirici	Turkey	Recognition Unit, Council or Higher Education, Turkey
Cloud Bai-Yun	United Kingdom	UK-NARIC
Jim Birch	United Kingdom	Engineering Council
James S. Frey	United States of America	Educational Credential Evaluators, INC.
Father Friedrich Bechina	Vatican City	Congregation for Catholic Education





**APPENDIX D  
CONSULTATION INTERVIEWS**

Following the initial batch of e-questionnaire responses, a small number of international and Canadian respondents were approached and asked if they would be willing to participate in a telephone interview. Those who agreed were also asked some questions by e-mail about the size of their workforce and their labour market.

The following individuals were approached and subsequently interviewed:

- Jim Frey (Educational Credential Evaluators, Inc.)
- Amanda Gordon (Educational & Professional Recognition Unit, AEI-NOOSR, Australia)
- Lars Petersson (Swedish National Agency for Higher Education, ENIC-NARIC, Sweden)
- Kristine Smalcel Pederson (Thompson Rivers University, British Columbia)
- Michel Bédard (CEFAHQ, Quebec)
- Tim Owen (World Education Services, Ontario)
- Jeff Stull (International Qualifications Assessment Services, Alberta)
- Deborah Wolfe (National Committee on Accreditation, Federation of Law Societies of Canada, Ontario)
- Sjur Bergan, who did not complete the survey but is an internationally recognized expert in the field of academic credential assessment policy and co-author of the Council of Europe book *Developing Attitudes to Recognition: Substantial Differences in an Age of Globalisation*, was also interviewed.

This brought our total number of interviews to nine, of which four represented international contacts and five represented various groups within Canada.

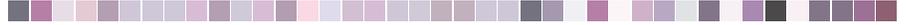
There were several purposes of the interviews: to gain further knowledge about training, to discuss staff turnover rates (i.e., difficulty in finding and retaining good assessors), and to understand the main difficulties assessors encounter. The main finding across all the interviews was that the ease of finding and retaining good staff depended strongly on what kind of organization responded. For instance, governmental organizations often find it quite difficult to find staff who were both suitable and willing to stay for a long time because they are limited to a small pool of potential staff who have already passed governmental exams. On the other hand, private organizations said it was relatively easy finding staff –

they could concentrate more on the qualities necessary for good assessors (for instance, ability to be detail-oriented, hungry for new knowledge, and willing to learn at an appropriate pace). Similarly, government-funded institutions retained their staff for a much shorter period of time, somewhere between two and five years, whereas turnover rates were very low in private organizations.

Training turned out to be fairly consistent across all organizations contacted. Since there are very few training programs offered internationally, and those that exist are very basic or very short in duration, almost all training is done in-house. The methods used were usually mentorships, where a junior assessor works under a senior, experienced assessor and learns and practises as he or she goes or practises using past case studies. One respondent said he or she used a skills-based system, where new assessors learned and practised one skill before moving on to the next one.

The main difficulties encountered were also relatively consistent. False documentation was a fairly large problem. It is not only expensive but difficult to identify certain types of false documentation, and many organizations simply do not have the resources to assess them. There is no official “blacklist” for false documents, although sometimes organizations that have strong ties will share their discoveries.

Another difficulty encountered by most of those interviewed was communication with certain educational institutions. Organizations tend to keep to themselves in terms of research, so when they encounter a new institution they have not dealt with before, they tend to go directly to that institution for information on the program of study or institution in general. One interviewee explained that there tended to be two types of institutions – those in North America and the European Union, which tend to be open-minded and have good customer service, and those in the Former Soviet Union (FSU) and Central and Eastern Europe (CEE), which are more concentrated on protecting themselves and are afraid of debasing their own educational system. It is extremely difficult to get information from those of the latter mentality since they tend to be more defensive and protective of their information.



Throughout all the interviews, a need for greater communication between assessing organizations was expressed. As mentioned, most organizations are fairly insular, conducting their own research and creating their own databases. A greater degree of communication between organizations was seen as almost always a good thing and would allow a greater ease of assessment, especially for smaller organizations.

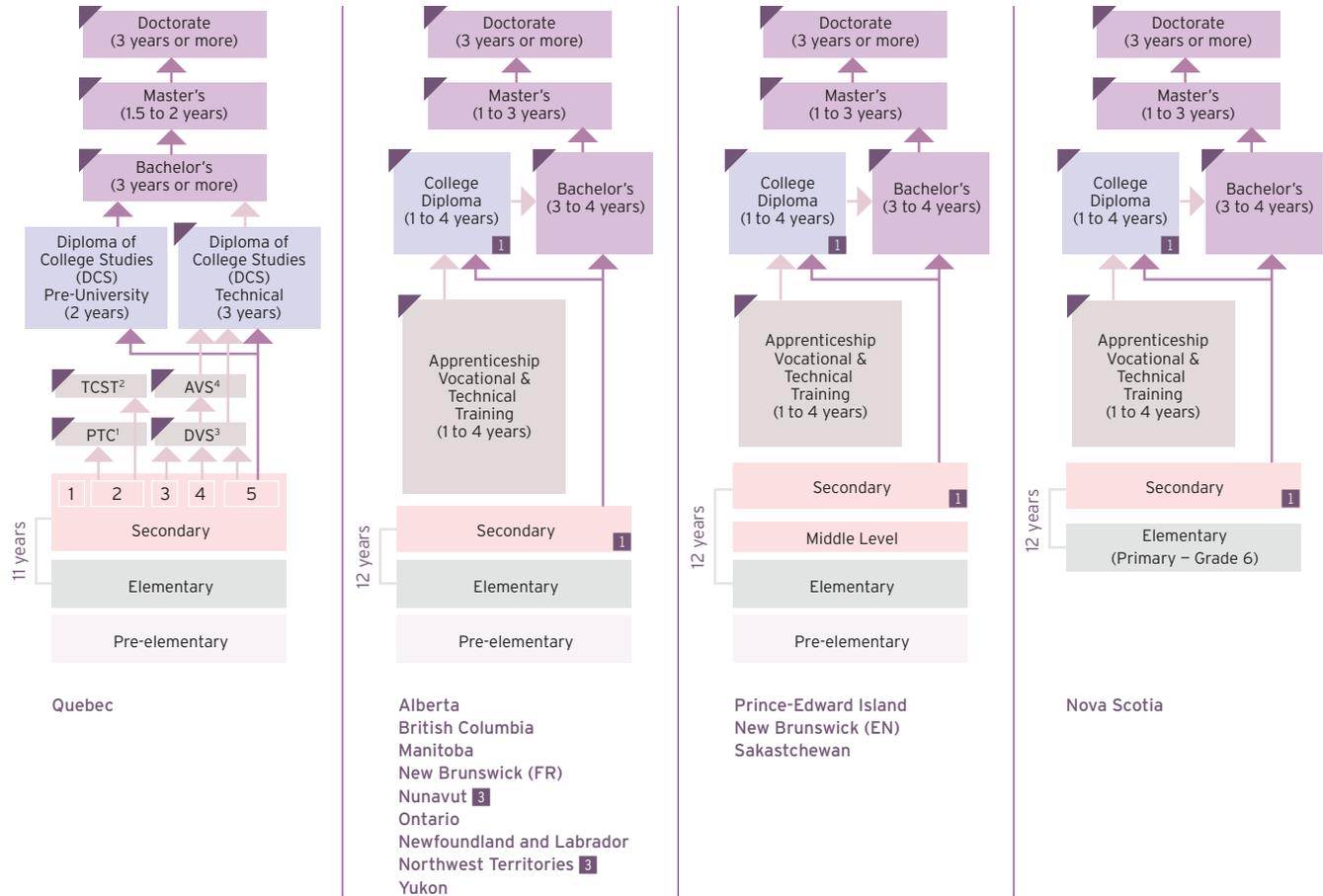




■ **APPENDIX E**  
**CANADA'S EDUCATION SYSTEMS**



## Appendix F – Canada’s Education Systems



1. PTC: Pre-work Training Certificate (3 years, after Secondary II)
2. TCST: Training Certificate for a Semi-skilled Trade (1 year after Secondary II)
3. DVS: Diploma of Vocational Studies (600 to 1,800 depending on the program)
4. AVS: Attestation of Vocational Specialization (300 to 1,185 hours depending on the program)

- <sup>1</sup> In all jurisdictions, a secondary school diploma is issued upon successful completion of the secondary school curriculum.
- <sup>2</sup> Selected institutions in Alberta, British Columbia, Manitoba, Ontario, and Prince Edward Island offer applied degrees.
- <sup>3</sup> Northwest Territories and Nunavut have no degree-granting institutions. Some degrees are available through partnerships. Students may also access degrees directly from institutions outside the territories.

**LEGEND**

- University Education
- College Education
- Apprenticeship – Vocational & Technical Training
- To the job market
- Typical pathway
- Alternate pathway

- NOTES**
1. All colleges and universities offer certificate programs of variable length.
  2. Continuing and adult education programs, while not shown on this chart, may be offered at all levels of instructions.
  3. British Columbia's college also offer associate degrees.

PAN-CANADIAN QUALITY STANDARDS IN  
INTERNATIONAL ACADEMIC CREDENTIAL ASSESSMENT  
RESOURCES AVAILABLE IN ENGLISH

---

1. Pan-Canadian Quality Standards in International Academic Credential Assessment: Phase II
  2. *Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials*
  3. *Competency Profile for an Academic Credential Assessor – Volume 1*
  4. *Competency Profile for an Academic Credential Assessor – Volume 2*
  5. *Competency Profile for an Academic Credential Assessor – Volume 3*
  6. A Feasibility Study for a Distance Education Program for Canadian Academic Credential Assessors
  7. A Feasibility Study for a Web-Based Application to Share Assessment Results, Resources, and Methodologies on Academic Credential Assessments
  8. *English Terminology Guide for Academic Credential Assessment in Canada*  
<http://terminology.cicic.ca>  
(ON-LINE ONLY)  
  
*French Terminology Guide for Academic Credential Assessment in Canada*  
<http://terminologies.cicdi.ca>  
(ON-LINE ONLY)
  9. Country Profiles  
<http://countryprofiles.cicic.ca>  
(ON-LINE ONLY)
- 

LES RESSOURCES SONT AUSSI DISPONIBLES EN FRANÇAIS



[www.evaluation.cicic.ca](http://www.evaluation.cicic.ca)