

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

© 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 http://www.cicic.ca/docs/2009-report-standards-evaluations.en.pdf	Y	<ul style="list-style-type: none"> Investigation into need for credential assessors (current situation, prospective situation in Canada); 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. Page 20 shows how different assessments can be; pages 22, 25, and 26 show just how differently assessment agencies operate and who uses them. Appendix 1 shows differing requirements from applicants.
Alliance of Credential Evaluation Services of Canada	2003-2009	ACESC	www.canalliance.org/assurance.en.stm#1	Y	<p>Major objectives:</p> <ul style="list-style-type: none"> 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; ensuring fair and equitable treatment of all clients of Alliance member services; improving the portability of credential assessments and facilitating the recognition of quality services across Canada; promoting the consistent application of fair and credible assessment standards across Canada; providing guidance in the establishment of new services in Canada. quality criteria members must abide by.
ACESC Self-Assessment Survey	September 1999	ACESC	www.canalliance.org/documents/questionnaire.en.pdf	Y	Self-explanatory: document to ensure credential assessors are following the rules/to see where they need improvement.
ACESC Self-Assessment Review Report		ACESC	www.canalliance.org/documents/Assessment.report.final.en.PDF	Y	Report released upon receipt of self-assessment survey.
General Guiding Principles for Good Practice in the Assessment of Foreign Credentials	1990-2010	ACESC	www.cicic.ca/502/good-practice.canada	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	www.cicic.ca/410/guide-to-terminology-usage-in-the-field-of-credentials-recognition-in-canada.canada	Y	Glossary of terminology
General Reference for Foreign Credential Evaluations in Canada	1990-2000	CMEC	www.cicic.ca/383/foreign-credential-recognition.canada	Y	<p>Links to other documents, including current regulations on the following:</p> <ul style="list-style-type: none"> admission to Canadian universities; recognition of refugee qualifications; information for Canadians studying abroad.

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	http://discussion.cicic.ca/app/objectives/?id=0	Y	
List of Seven Canadian Services		CICIC	http://cicic.ca/415/credential-assessment-services.canada	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 http://www.fairnesscommissioner.ca/en/downloads/PDF/study_of_qualifications_assessment_agencies_print_pdf_english.pdf	Y	(implemented September 2010)
Ministerial Statement on Quality Assurance of Degree Education in Canada	2007	CMEC	13 pages http://www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf	Y	
Ontario Qualifications Framework		Ministry of Training, Colleges and Universities	4 pages http://www.tcu.gov.on.ca/eng/general/postsec/oqf	Y	
Common Values of the Liberal Professions in the European Union	2007	European Council of the Liberal Professions (CEPLIS)	4 pages http://www.ceplis.org/en/values.php	Y	
Standards, Training and Education for Progression: The Constructive Guide	2010	Construction Industry Council (UK)	124 pages http://www.cic.org.uk/activities/STEP.pdf	N	Contains EUSCCCIP Framework for CPD, CISC User's Guide, Professional Competence Model.
Europass Language Passport	2001	Council of Europe	http://europass.cedefop.europa.eu/europass/home/hornav/Downloads/LangPassport/ELPTemplate.csp	Y	
National Occupational Standards for Management and Leadership	2008	Management Standards Centre (UK)	www.management-standards.org	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	http://conventions.coe.int/Treaty/en/Treaties/Html/165.htm	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 http://www.cicic.ca/docs/lisboa/recommendation-foreign-qualifications-2010.en.pdf	N	<ul style="list-style-type: none"> pages 2-3: series of relevant prior agreements and connected organizations 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 pages 12-23: notes on each paragraph of the previous section pages 24-25: flowchart of the process of assessing a foreign qualification/credential <p>It is interesting to note the following:</p> <ul style="list-style-type: none"> UNESCO has adopted the Europass Diploma Supplement; learning outcomes come to the fore; acceptance of rough equivalence – not a requirement for detailed total equivalence; 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.
General References on the Lisbon Recognition Convention	1990-2010	CICIC	http://www.cicic.ca/661/lisbon-convention.canada	Y	<p>Contains links to the following documents:</p> <ul style="list-style-type: none"> full text of the Convention revised recommendations 2010 (see above) revised code of good practice recommendations on the recognition of joint degrees ENIC/NARIC charter of activities and services recommendations on internal access qualifications
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	http://www.enic-naric.net/	N	CMEC has a listserv of ENIC-NARIC international credential assessors (200+). <ul style="list-style-type: none"> e-mails from 55 countries used to send out questionnaire (excluding Iceland).
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"> emphasis should be on benchmarking in Activity 3; comments on validation of the standard; affirmation of the purpose of the profile; should discuss skill levels.
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"> information management systems assessment application procedures chart
Quality Assurance Framework	November 2009	ACESC			
Canada's Economic Action Plan		Government of Canada	main Web site: http://www.actionplan.gc.ca/eng/index.asp		
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"> summarizes competency profile for credential assessors; includes competencies analysis.
Skills and Competencies Analysis		WES workshop	7 pages	N	<ul style="list-style-type: none"> summarizes skills and competencies analysis for credential assessors; discusses interpersonal skills, technical expertise, etc.





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"> • position description for Counsel, Policy, and Credentialing; • position now filled, • legal experience required (subject specification).
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

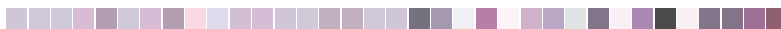
APPEALS

- 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?

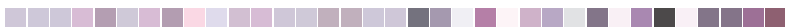
Dans l'affirmative, veuillez préciser :

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



NAME	COUNTRY	ORGANIZATION
Juan Carlos Parodi	Spain	Ministerio de Educacion
Lars Petersson	Sweden	Swedish National Agency for Higher Education
Hulya Pisirici	Turkey	Recognition Unit, Council of 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.

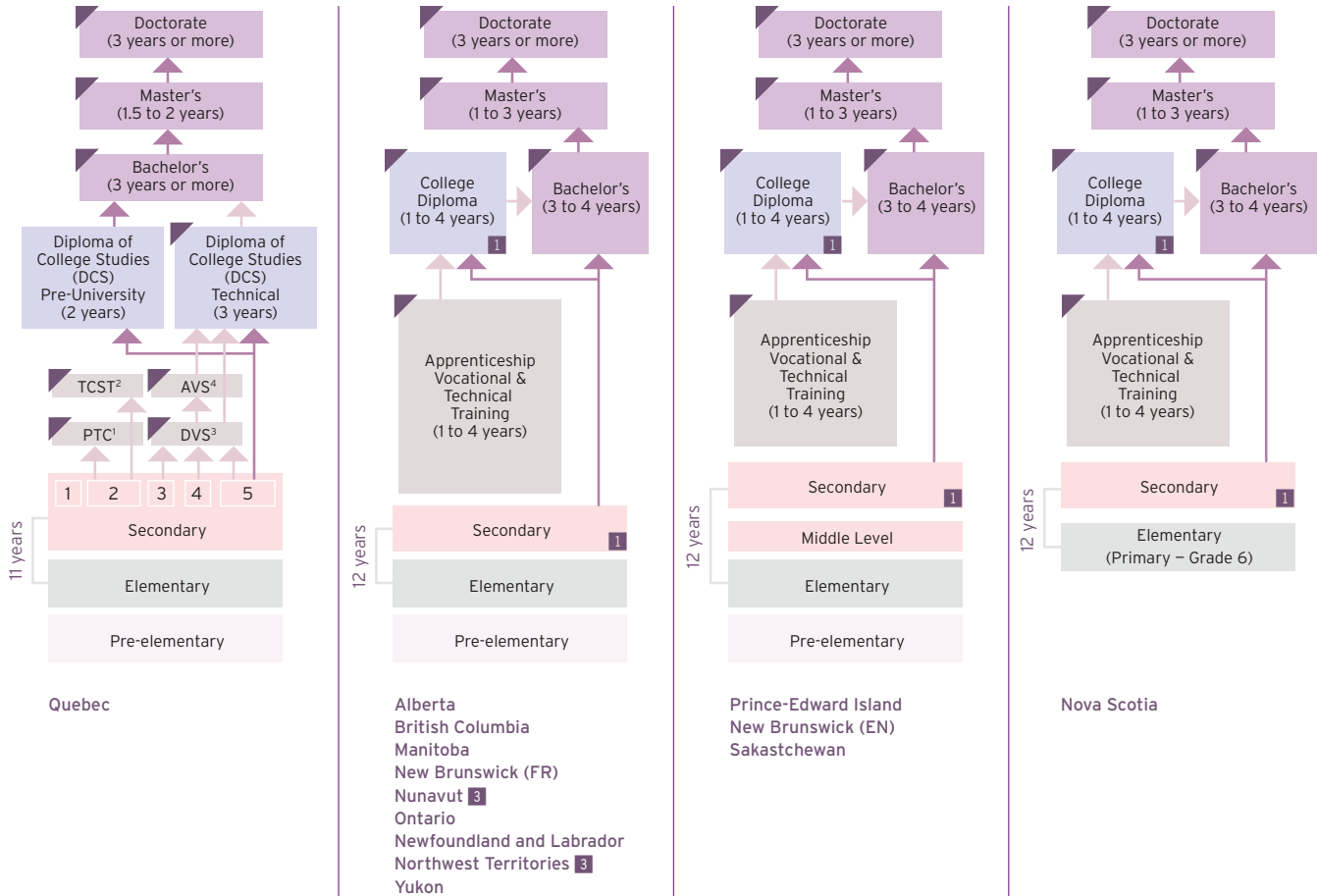




■ **APPENDIX E**
CANADA'S EDUCATION SYSTEMS



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)

- ¹ In all jurisdictions, a secondary school diploma is issued upon successful completion of the secondary school curriculum.
- ² Selected institutions in Alberta, British Columbia, Manitoba, Ontario, and Prince Edward Island offer applied degrees.
- ³ 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