

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



cmecc

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

Funded by:



Human Resources and
Skills Development Canada

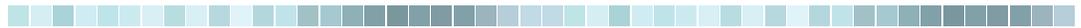
Ressources humaines et
Développement des compétences Canada

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.

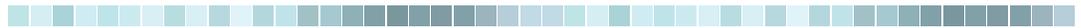
The Canadian Information Centre for International Credentials (CICIC) was established in 1990 after Canada ratified the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging 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

© 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.



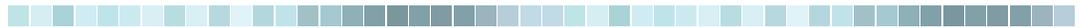


TABLE OF CONTENTS

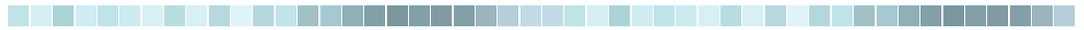
- A. INTRODUCTION 3
 - A1. Background 4
 - A2. Format 4
 - A3. Sources 5
 - A4. Core, optional, and additional competencies 5
 - A5. Reference levels 7

- 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.”¹

¹ 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

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."² 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.

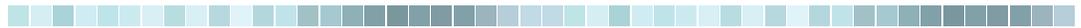
The assessment criteria add clarity and precision about the standard that is expected. They are useful when someone is trying to prove he or she is competent (e.g., when the competency provides the basis for a credential), but also for less formal assessment in a performance appraisal or during recruitment.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

² 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).

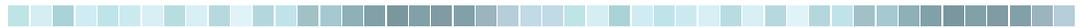




We have categorized the competencies as follows (see also Section B):

FUNCTIONAL GROUP	CORE	OPTIONAL	ADDITIONAL
1. ASSESSMENT	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	
2. INFORMATION MANAGEMENT	2.1 Use databases 2.2 Maintain records and statistics 2.3 Analyze information from diverse sources	2.4 Create resources for credential assessment	
3. COMMUNICATION	3.1 Communicate with client/ applicant 3.2 Communicate with other education, assessment, and credential professionals 3.3 Communicate in English or French		
4. PROFESSIONAL COMPETENCIES	4.1 Engage in professional and ethical practice 4.2 Develop yourself 4.3 Help others to develop 4.4 Customer service		
5. SPECIALIST COMPETENCIES			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.³

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

³ 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.

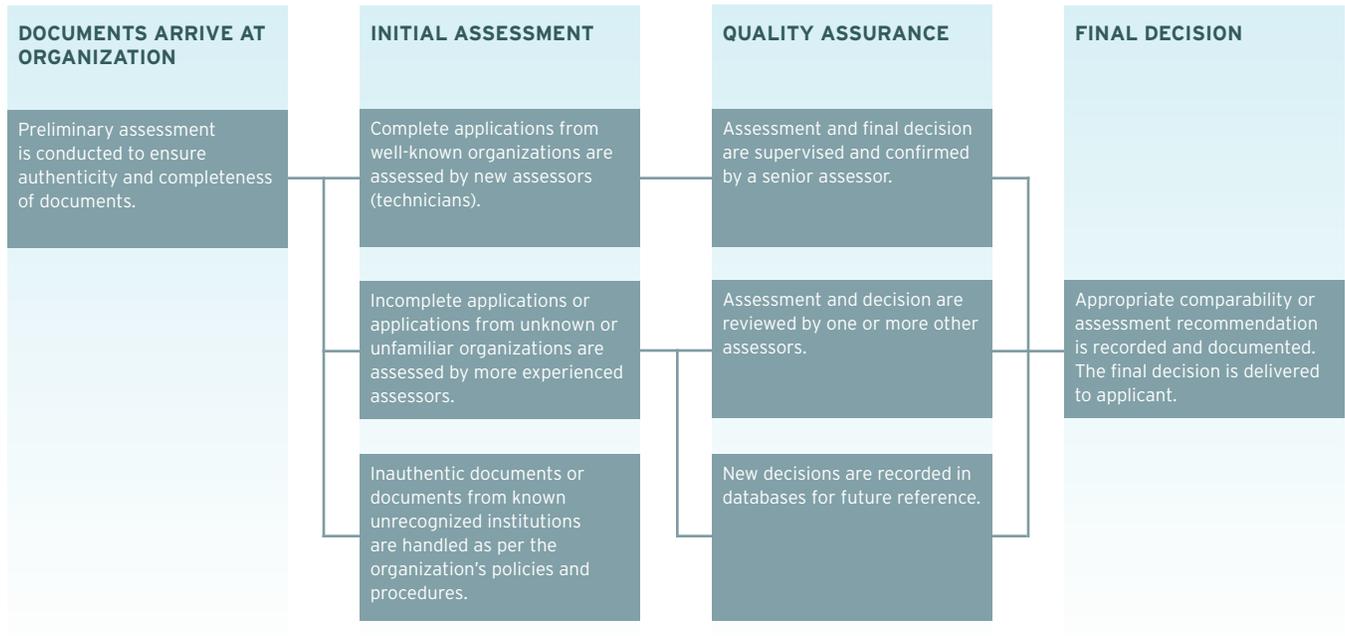
A competency profile is not the same as a job description or job-role profile, although they are intimately connected. A job-role profile describes what a particular job role is and is made up of all the different functions carried out in that job role. A competency profile comprises all the knowledge, 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

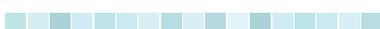
Self-employed academic credential assessors have an obligation to carry professional indemnity insurance at a level sufficient to ensure the client will be adequately compensated in the event of a justified claim arising as a result of the provision of their services. (It is expected that assessors who 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)

- 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

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,

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	
7	Qualification level (Appendix I)
3	Relative importance (Appendix III)
D	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. 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	
8	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)
w	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	
8	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)
A3	Modified Bloom attitudes/values level (Appendix II)
m	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

8	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)
A4	Modified Bloom attitudes/values level (Appendix II)
m	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).

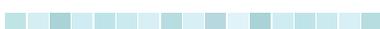
FUNCTIONAL GROUP 4: PROFESSIONAL COMPETENCIES

Competency 4.3: Help others to develop

CORE	
8	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)
A4	Modified Bloom attitudes/values level (Appendix II)
m	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	
4	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)
A4	Modified Bloom attitudes/values level (Appendix II)
w	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	
11	Qualification level (Appendix I)
4	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:

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

10	Qualification level (Appendix I)
4	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:

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

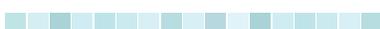
EXAMPLES:

- 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	
8	Qualification level (Appendix I)
2	Relative importance (Appendix III)
D	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)
m	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

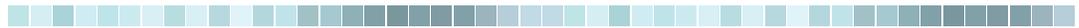
SPECIFIC VALUES AND ATTITUDES:

- 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

12	Qualification level (Appendix I)
4	Relative importance (Appendix III)
Y	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. 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
1. CERTIFICATE I	<p>Duration: at least 40 instructional hours</p> <p>Entry requirements: 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"> • basic skill and knowledge requirements for entry-level employment with clearly defined parameters • should be able to demonstrate a prescribed range of functions (routines/procedures) • ability to communicate clearly and correctly within the requirements of the job responsibilities • respond effectively to written, spoken, or visual messages
2. CERTIFICATE II	<p>Duration: 240-500 instructional hours</p> <p>Entry requirements: 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"> • basic skill and knowledge for entry-level positions within a limited range of activities within a prescribed range of functions • understanding and application of mathematical concepts and reasoning; analyzing and using numerical data; conceptualizing • application of a variety of thinking skills and a systematic approach to anticipate and solve problems • ability to communicate clearly and correctly within the requirements of the job responsibilities • ability to perform some non-routine activities and functions involving known routines • ability to undertake activities involving individual responsibility and/or collaboration with others
3. CERTIFICATE OF APPRENTICESHIP	<p>Duration: up to five years depending on skilled trade or occupation</p> <p>Entry requirements: 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"> • skill and knowledge requirements for successful performance in a trade or occupation as defined by training standards • performance of defined competencies with associated knowledge • analyzing and evaluating situations to determine a course of action, including solving problems • ability to communicate accurately and reliably about the work or performance required (including analysis), the techniques utilized, and the end result • ability to provide technical advice and leadership for resolution of specific problems • working with others, including planning, performance, and evaluation tasks • ability to demonstrate discretion and judgment, and ability to manage your own professional development

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

QUALIFICATION LEVEL	GENERAL FRAMEWORK	OUTCOME DESIGN AND EMPHASIS	FUTURE OPPORTUNITIES	MINIMUM KNOWLEDGE EXPECTATIONS
<p>7. DIPLOMA II</p>	<p>Duration: four semesters or 1,200-1,400 equivalent instructional hours</p> <p>Entry requirements: 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"> • skill and knowledge requirements for successful performance in a complex occupational setting • 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.) • understanding and application of mathematical concepts and reasoning; analyzing and using numerical data; conceptualizing • ability to communicate clearly and respond to written, spoken, or visual messages in a way that meets the needs of the audience • a range of complex or non-routine activities; coordination and evaluation • planning and initiative of alternative approaches to skill and knowledge application • participation in the development of strategic initiatives, personal responsibility, and autonomy in performing complex technical operations or organizing others • ability to manage your own professional development
<p>8. ADVANCED DIPLOMA</p>	<p>Duration: six semesters or 1,800-2,100 equivalent instructional hours</p> <p>Entry requirements: 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"> • 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 • at least some breadth beyond the vocational field • 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 • understanding and application of mathematical concepts, reasoning, thinking skills, and problem-solving skills • ability to analyze, evaluate, and apply relevant information from a variety of sources • ability to communicate clearly and respond to written, spoken, or visual messages in a way that meets the needs of the audience • contributions to the development of a broad plan, budget, or strategy • new/additional applications of technical, creative, or conceptual knowledge to practical and/or real-world situations • significant judgment in the planning, design, and technical leadership and/or guidance functions related to the field • accountability for self and others in achieving the outcomes for a team • ability to manage your own professional development

QUALIFICATION LEVEL	GENERAL FRAMEWORK	OUTCOME DESIGN AND EMPHASIS	FUTURE OPPORTUNITIES	MINIMUM KNOWLEDGE EXPECTATIONS
<p>9. POST-DIPLOMA CERTIFICATE</p>	<p>Duration: two semesters or 600-700 equivalent instructional hours</p> <p>Entry requirements: 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"> • specialized knowledge in a specific field • level of knowledge and skill that enhances your ability to perform a more specialized range of complex and non-routine activities within the field • 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 • ability to communicate clearly and respond to written, spoken, or visual messages in a way that meets the needs of the audience • application of knowledge and skills to evaluate and analyze current practices and develop new criteria • 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 • individual responsibility or autonomy and/or leadership and guidance for others as part of a team or group • ability to manage your own professional development
<p>10. BACHELOR'S DEGREE/ BACHELOR'S DEGREE WITH HONOURS</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>Duration: typically six to eight semesters</p> <p>Entry requirements: 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>Demonstration of knowledge: 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"> • education as an end in itself • courses designed for employment in a variety of fields (e.g., BHum, General BA) • in-depth study into academic disciplines prepares students for employment in specific fields (e.g., psychology, English) • Applied focus. Blend of theory and practice, where the emphasis is on mastery of the discipline (e.g., music, art, applied design). • Professional focus Designed to be competent practitioners in their field (e.g., LLB, DDS). 	<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"> • basic understanding of the field of practice; • the ability to research and interpret information, including new information relevant to the field; • critical-thinking skills outside the field; • the ability to review, present, and critically evaluate qualitative and quantitative information; • the ability to frame appropriate questions and to propose solutions to those problems; • the ability to make use of scholarly reviews and primary sources; • understanding of the limits of their own knowledge and how this might influence their interpretations; • the skills necessary for further study or employment in that field.

QUALIFICATION LEVEL	GENERAL FRAMEWORK	OUTCOME DESIGN AND EMPHASIS	FUTURE OPPORTUNITIES	MINIMUM KNOWLEDGE EXPECTATIONS
11. MASTER'S DEGREE	<p>Duration: typically two to six semesters depending on the field and the student's speed</p> <p>Entry requirements: undergraduate degree with appropriate specialization or bridging studies</p> <p>Demonstration of knowledge: 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"> • 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; • a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge; • the capacity to address complex issues and apply an existing body of knowledge to the research of a new question; • the ability to communicate ideas, issues, and conclusions clearly.
12. DOCTORAL DEGREE	<p>Duration: typically three to six years depending on the program</p> <p>Entry requirements: normally a master's degree with appropriate specialization or bridging studies</p> <p>Demonstration of knowledge: 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"> • a thorough understanding of a substantial body of knowledge at the forefront of the discipline or field; • the ability to conceptualize, design, and implement research for the generation of new knowledge; • the ability to produce original research of a high enough quality to merit publication; • the capacity to undertake pure and/or applied research at an advanced level; • the ability to communicate complex and/or ambiguous ideas clearly; • an appreciation of the complexity of knowledge and one's own limits within that knowledge.

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

K1	REMEMBERING	Know what. Recall data or information; quote rules, definitions, laws.
K2	UNDERSTANDING	Know why. Understand the meaning, translate, interpolate, and interpret instructions and problems. State a problem in one's own words.
K3	APPLYING	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.
K4	ANALYZING	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.
K5	EVALUATING	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.
K6	CREATING	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)

S0	AWARENESS	Conscious incompetence.
S1	READINESS	Know and be ready to act upon a sequence of steps in a process. Recognize one's abilities and limitations (health and safety).
S2	ATTEMPTING	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.
S3	BASIC PROFICIENCY	Learned responses have become habitual and the movements can be performed with some confidence, precision, and proficiency. Few errors are apparent. Conscious competence.
S4	EXPERT PROFICIENCY	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.
S5	ADAPTABLE PROFICIENCY	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.)
S6	CREATIVE PROFICIENCY	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**

A0	ALERTNESS	Awareness, willingness to hear, selected attention.
A1	COMPLYING	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).
A2	VALUING	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.
A3	RELATING	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.
A4	COMMITMENT	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

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

FREQUENCY

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

- | | |
|----------|-----------------------------|
| d | days, less than one week |
| w | weeks, less than one month |
| m | months, less than one year |
| y | years, less than five years |
| a | 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