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PAN-CANADIAN QUALITY STANDARDS IN  
INTERNATIONAL ACADEMIC CREDENTIAL ASSESSMENT

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## **A Feasibility Study for a Distance Education Program for Canadian Academic Credential Assessors**

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Canadian Information Centre  
for International Credentials

Centre d'information canadien  
sur les diplômes internationaux

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## EXECUTIVE SUMMARY

This project conducted market research into the feasibility of a distance-learning program at the postsecondary level, for academic credential assessors in Canada. It used the recently completed Competency Profile as a basis for the topics to be covered. The Canadian academic credential assessment community was considered in six segments: assessment services, professional/regulatory bodies, and universities or colleges, and in each case major organizations (assessing 1,500+ credentials/year) were distinguished from other organizations.

Desk research indicated a modest provision of existing conventional training courses, some foreign. Most existing training in Canada is on the job, i.e., provided internally.

An on-line questionnaire generated 75 useable responses, with a good spread across assessment services, professional or regulatory bodies, and educational bodies. All the large assessment services responded. Nine telephone interviews were conducted with a representative sample of organizations to explore their opinions in greater depth. We were surprised at the unanimously favourable responses expressed in these interviews.

Based on data from this survey, aggregated with two earlier surveys conducted by CamProf, we estimate that around 550 organizations undertake academic credential assessments in Canada. They employ about 1,200 full-time and 500 part-time assessors, and conduct around 285,000 assessments per year. (Section 2.6)

We used the survey data to estimate the total demand for various educational topics, based mainly on the Competency Profile. This showed high demand for courses in:

- assessing authenticity, accuracy, and status of an institution
- assessing comparability
- describing educational programs
- knowledge of undergraduate admissions, comparative grading practices, and educational systems
- databases, record keeping, information analysis, and resources to do that
- client communication and customer service

Attitudes to e-learning, compared to a conventional course were also explored. This showed enthusiasm provided that there was a discussion route available, too. A flexible modular program was strongly preferred. There was support for assessment with accreditation, and a Prior Learning and Recognition (PLAR) route.

We recommend that consideration be given to constructing a flexible program of modules, at both bachelor and higher levels, focussed on specific ranges of competencies. Assessment and accreditation should be included.





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## ■ 1. INTRODUCTION

Around 550 organizations undertake academic credential assessments in Canada. They employ about 1,200 full-time and 500 part-time assessors, and conduct around 285,000 assessments per year.



## 1.1 Background

In 2007, CICIC embarked on a project entitled pan-Canadian Quality Standards in International Credential Evaluation in partnership with the Alliance of Credential Evaluation Services of Canada (ACESC), with funding provided through Human Resources and Skills Development Canada's Foreign Credential Recognition (FCR) Program. At the core of this program is the goal of improving the quality, consistency, and portability of academic credential assessments through the introduction of pan-Canadian standards. It was intended to help organizations employing academic credential assessors to increase the professionalism of their workforce.

CICIC initiated a suite of activities under Phase II of the project under the umbrella of the Council of Ministers of Education, Canada (CMEC):

- development of a competency profile for Canadian academic credential assessors;
- development of French and English terminology guides for academic credential evaluations in Canada;
- development of a pan-Canadian quality assurance framework for use by all groups performing credential assessments in Canada;
- development of profiles (on a pilot basis) for two major source countries of immigration to create a set of pan-Canadian references;
- a feasibility study for an on-line postsecondary education program for Canadian academic credential assessors;
- a feasibility study for shared information on academic credential assessment via an on-line tool at a pan-Canadian level to promote greater consistency, mutual recognition, and transparency of assessment processes.

This project was the penultimate one on this list. All these projects culminated at the National Workshop for Canadian Academic Credential Assessors in Moncton, New Brunswick on October 3-4, 2011.

The project was conducted by CamProf Ltd., a consultancy specializing in professional development, based in Halifax, Nova Scotia, with branches in the UK and Poland. CamProf was also the contractor for the first project on this list, and joint contractor for the last.

## 1.2 Aims of this Project

The aim of the project was to conduct a feasibility study and market research into the possibility of an on-line learning program for academic credential assessors, in particular to:

- determine the numbers, characteristics, and attitudes of potential users of the program (e.g., regulatory bodies, assessment agencies, educational institutions);
- seek input on course information from key stakeholders including assessment agencies;
- partner with educational institutions to discuss the development of a distance education program specifically designed for existing credential assessors and for those individuals interested in a future career in credential assessment.

The academic partners in the project have been:

- University of Athabasca
- TÉLUQ

If implemented by both, the program would be available in English and French.

The establishment of a common training course would help to improve the consistency of practice by academic credential assessors, who are often separated from other assessors and have mostly learned from experience. It will also build a pool of individuals familiar with the basics of foreign credential assessment best practices whose initial on-the-job training would be shortened.





### 1.3. Methodology

There were three main techniques of data collection, which were conducted simultaneously:

- an e-questionnaire (see Appendix I), on the Survey Monkey Web site in both French and English. Invitations were sent to names on lists compiled by CICIC (Section 2).
- structured in-depth telephone interviews with key informants selected to represent the spectrum of potential users of any e-learning program (Section 3).
- desk research into the existing market provision of assessor training. This is discussed in Section 4.

The same areas were covered in both interviews and the questionnaire, but the interviews allowed the key informants to elaborate and explain. The more detailed responses enabled the consultant to explore the nature of their support and any constraints and issues.

In addition we were able to augment the data from the e-questionnaire by adding information collated from two earlier e-questionnaires carried out by us under previous projects.



## ■ 2. RESULTS OF E-QUESTIONNAIRE

Most organizations rely mainly or entirely on in-house training through some form of mentorship or buddy-system instruction.

## 2.1 Questionnaire Responses

Two similar versions of an e-questionnaire were developed in English and subsequently translated into French to gauge the volume of interest in specific areas of instruction, as well as the overall potential for training courses being offered within the Canadian academic credential assessment community. One version was intended for those in charge of their organizations, who could authoritatively indicate the number of individuals who would benefit from a certain type and level of program. The second version was meant for individual members of those organizations, to speak about their own training needs. In total, 52 English individual and 27 English organization responses, and 11 French individual and 3 French organization responses, were received.

In order to analyze the responses, several of these responses had to be removed for a variety of reasons. Questionnaires from respondents outside Canada, completely blank questionnaires, and questionnaires that were blank beyond contact details were deleted. Additionally, several respondents either completed one form twice, or both the organizational and individual questionnaires. In these cases, the most complete survey was kept, and any additional useful information added in from the second response. This led to the following working totals for analysis:

**TABLE 1 - NUMBERS OF RESPONSES**

	INDIVIDUAL	ORGANIZATION	TOTAL
English	43	20	63
French	10	2	12
Total	53	22	75

The next step of analysis was to classify each response into one of the three segments of the academic credential assessment community: assessment service, professional or regulatory body, and university or college. As this was one of the questions in the questionnaire, most responses were easy to place in one of the three segments, but a few responses, such as one from a local school board, were more difficult. In the case of the school board, it was decided that they were closest to Universities and Colleges in terms of type of assessment. After this classification, the working data were separated into the following categories:

**TABLE 2 - NUMBERS OF RESPONSES BY SEGMENT**

	INDIVIDUAL	ORGANIZATION	TOTAL
Assessment Service	14	2	16
Professional/ Regulatory Body	15	13	28
University or College	24	7	31
Total	53	22	75

An additional important analysis was to distinguish organizations as *major* or *other*. We defined a major organization as one that completes a minimum of 1,500 foreign assessments per year, regardless of the number of assessors employed at the organization. Organizations that did not specify a figure or left this question blank were considered as *other* owing to lack of information available. This additional criterion gives the following totals:



**TABLE 3 - NUMBER OF RESPONSES BY MAJOR ORGANIZATIONS AND OTHER ORGANIZATIONS**

	INDIVIDUAL		ORGANIZATION		TOTAL
	Major	Other	Major	Other	
Assessment Service	11	3	2	0	16
Professional/Regulatory Body	1	14	2	11	28
University or College	5	19	2	5	31
Total	17	36	6	16	75

We also did a further combined analysis to show the number of organizations represented in our responses, not counting multiple responses by either organization or individual from the same organization. This showed that there were 58 separate organizations represented in this survey, broken down as follows:

**TABLE 4 - NUMBER OF ORGANIZATIONS REPRESENTED IN THE SURVEY RESPONSES**

Assessment Service	8
Professional/ Regulatory Body	25
University or College	25

**2.2 Training Currently Received**

A series of questions aimed at measuring the level of training already received by assessors was included in this questionnaire. Out of the total number of responses, the respondents from 6 assessment services, 14 professional or regulatory bodies, and 16 universities and colleges (with duplicate organizations removed) indicated that their organization had some form of budget for training purposes. This is approximately 60 per cent of the organizations from which we received responses, including both the individual and organizational questionnaires.

Respondents were also asked how much of their organization’s budget was spent per year on each assessor. For many, this was a difficult question, as those who did indicate an organizational training budget mentioned that budget was distributed as and when needed. The exception was organizations that provide a dedicated allowance to employees – usually between \$250 and \$2,500 – that can be used for professional development and training. The number of specified training days was also tricky, but for those who were able to provide an answer, it ranged between 0 and 10, with most organizations providing around 2-3 training days per year. Interestingly, dedicated training days were less likely among assessment services than among professional or regulatory bodies. As far as self-funded training days, most responses were unknown or none. Only eight respondents indicated they had any self-funded training days, the highest of these being 10 days. About half mentioned that self-funded training is reimbursed. This all implies that there should be funds available to pay for training if it is available, although a detailed analysis of how much has not been possible.

A subsequent question asked the type of training actually received, and who supplies it. Eight of the assessment agency responses, 14 professional or regulatory body responses, and 18 university or college responses indicated they had participated in external training of some sort. The most common type of training indicated was participation in conferences in which some or all of the time was spent discussing matters related to credential





assessment. Other training indicated was participation in webinars or one- or two-day courses provided by one of the major international assessment services, such as World Education Services (WES), International Qualifications Assessment Services (IQAS), Credential Evaluation Services (CES), and American Association of Collegiate Registrars and Admissions Officers (AACRAO), to name a few. Many of the professional or regulatory bodies in Quebec mentioned that they receive some training from the *Conseil interprofessionnel du Québec* (CIQ). However, it seems that the majority of training is on the job, with experienced assessors passing their knowledge down to the newer ones. Additionally, the participation in conferences, webinars, and professional development related to credential assessment seems to be mostly based on their availability, rather than required participation.

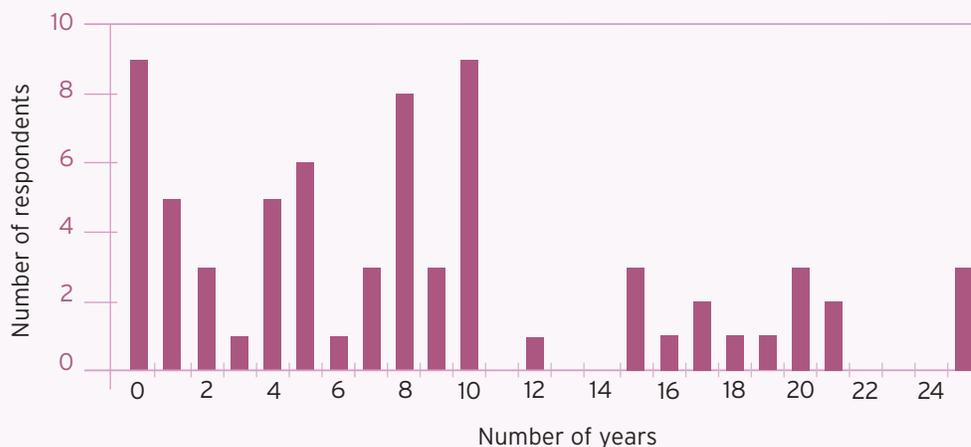
We also asked respondents what training they have personally received. Much of that training mirrors what is mentioned above – a heavy influence of in-house, on-the-job, or self-directed training, with the occasional training course from an organization such as AACRAO or WES.

Those who described the type of course they received said they were to do with country profiles.

In addition, we asked how many years of experience they had in the field of academic credential assessment. Responses to this question ranged from 0 to over 35, with an average across all individuals who responded to this question of 8.8 years (9.4 for assessment services, 8.0 for professional or regulatory bodies, 9.3 for universities and colleges). The figure below implies that for the last 10 years the annual intake of new assessors has varied around a stable average, and that assessors are likely to spend at least 10 years in the profession. This implies that the market for a program for academic credential assessors will be dominated by those already in post (rather than a surge of new recruits), and that investment in assessors' skills is likely to have a long payback period.

As there is not yet any formal program or credential for academic credential assessors, there is a vast range of credentials held by credential assessors, from no degree

**Figure 1 - How many years of experience in academic credential assessment do you have?**



to bachelors of arts to master's degrees. This contrasts with professional or regulatory bodies, where a relevant academic credential is necessary. Of the 75 responses, 43 (13 assessment services, 16 professional or regulatory bodies, 14 universities and colleges) specifically stated that they had at least a bachelor's degree, although there was no consistency in terms of subject of degree.

## 2.3 Interest in Courses

The main part of our e-questionnaire involved discovering what interest there was in specific topics in academic credential assessment. The list of topics was drawn up, based on the competencies from the Competency Profile for academic credential assessors, and augmented by recommendations from various assessors passed to us by CICIC and the content of existing courses (see Section 4 for more information on these). Respondents were asked to indicate their interest in the courses on a scale of decreasing urgency: 'need in the next year,' 'nice to have,' 'not needed,' and 'don't know.' Each option was offered at a basic or advanced level.

### 2.3.1 Individuals

In the survey intended for individual employees of assessment organizations, respondents were asked to respond according to their own perceived learning needs. Responses were divided by type of organization, as collected by response: 'need in the next year,' 'nice to have,' and 'don't know/not needed/blank.'

### 2.3.2 Organizations

In the organization questionnaire, respondents were asked to speak on behalf of their organization, and to indicate the number of individuals within their organization who would require each type of course. The response options and the basic and advanced levels remained identical to the individual questionnaire. However, the analysis was somewhat different. Weighted averages were used, where a response of 'need in the next year' or 'nice to have' was multiplied by the number of employees indicated. If a range of numbers was given, the median of that range was used. If the number was left blank, the response was counted as '1.' 'Not needed,' 'don't know,' and blank responses were not calculated, as they would lend no further information to the data. Again, responses were separated by type of organization.

### 2.3.3 Combined Individual and Organization Totals

Individual and organization responses were added to produce a final tally of interest in each course, and then weighted by the number of assessors in that segment of the academic credential assessment community. The numbers themselves are less important than the relative interest in courses – courses that received relatively more interest will be more useful to a wide range of assessors. The weighted totals for 'need in the next year' and 'nice to have' for each of the given competencies can be found in Appendix V.

### 2.3.4 Detailed Interest in Courses

Some of the competencies, specifically 5.1 (National Education Systems Specialist), 5.2 (Occupational Sector Specialist), and 5.3 (Language Competency), requested that respondents elaborate on what sort of specialist would be most useful to them. The full lists of responses to these questions 5.1 to 5.3 are shown as Appendix VI.

For competency 5.1 (national education systems specialist), many different countries and regions were mentioned, namely the People's Republic of China, India, French-speaking countries, East Asian countries (Taiwan, Japan), Middle Eastern countries (United Arab Emirates, Saudi Arabia), and European countries (UK, Germany). Additionally, specific school systems such as the International Baccalaureate program were mentioned, as was the Quebec postsecondary schooling system. Professional/Regulatory bodies gave a much wider range of countries than the other two segments.

The responses for 5.2 (occupational sector specialist) were far less varied. For those who responded, sectors included teaching, computer science, architecture, medical specialities, and knowledge of recognizing forged documentation. For professional and regulatory bodies, the sector specialization usually matched their field of regulation. There was no interest from universities; assessment services took a broad interest but not a specialist interest.

For the final one, 5.3 (language competency), the responses of useful languages included, unsurprisingly, both English and French. Other languages were Mandarin and/or Cantonese, Arabic, Farsi, and common European languages (Spanish, Italian, Portuguese, German). Assessment Services were interested in most of these languages. Professional/Regulatory bodies were interested in these languages as well as Urdu and Russian. Universities/Colleges appear to be able to source language speakers in-house, and showed little interest.

### 2.3.5 Overall Interest

At the end of the questionnaire, we asked three questions to gauge the overall, non-specific interest in offered courses.

The first of these questions was “Are you likely to take up the opportunity of distance-education courses if they become available?” The responses were overwhelmingly positive (yes or maybe): with 31 Yes, 8 Maybe (4 were Assessment Centres, 3 PRBs), only 2 Unlikely/No (both were smaller Universities/Colleges). The 10 francophone responses were all positive. The 13 Major Organization responses were all positive.

The second question was “Are you likely to use a prior learning assessment and recognition (PLAR) route for some courses?” There was a greater variety of responses: 18 Yes, 7 Maybe, 13 No/unlikely/don't know. The 9 francophone responses were more negative: 4 Yes, 5 No/unlikely/don't know. Much of the support (Yes) for PLAR came from the smaller organizations (6 PRBs and 6 Universities/Colleges) and Major Assessment Agencies (4).

The final question of this survey was “Would you support further measures to professionalize academic credential assessors?” Fifty individuals responded with ‘Yes’, out of a total of 55 people who responded to this question. One individual who responded ‘No’ to this question mentioned in the subsequent text box that the assessment part of their organization was not large enough to support detailed training.

## 2.4 Issues Encountered with the e-Questionnaire

Several issues occurred with the e-questionnaire that may have hampered some of our collecting ability. One of the main problems was a malfunctioning of links to the questionnaire in both e-mails and the on-line CICIC discussion forum. These were adjusted as soon as the problem was discovered, but we still received reports of individuals trying the original links and finding them not working.

Additionally, there was some confusion about the options offered in the drop-down menus for the interest in programs question (Question 5). The options ‘need in the next year’ and ‘nice to have’ were intended to indicate a decreasing urgency, but they proved to be somewhat ambiguous. Another problem with this question was that, since some of the course options came from the competency profile developed earlier in 2011 by CamProf, the titles were ambiguous when seen out of the context of the completed profile. Although we did provide a link to the competency profile that could be downloaded and reviewed, it was too much to expect all respondents to have done this diligently.

Another possibly more serious problem encountered was the sheer length of the survey. One third of the survey responses were only completed up to the ‘interest in programs’ question so that this question and the rest of the e-questionnaire were not completed. About halfway through the time that the survey was available, an e-mail was sent to those who had incomplete surveys requesting that they complete them. This brought in a few extra responses, but in general the number of partially blank surveys remained high.



## 2.5 Data from Previous e-Questionnaire Surveys

This feasibility study represents the third activity that CamProf worked on for CICIC in Phase II of the pan-Canadian Quality Standards in International Credential Assessment project. The other two were a feasibility study for sharing resources on-line between different organizations that perform credential assessments, and designing a competency profile for academic credential assessors. In all three projects, we have estimated the size of the academic credential assessment community in Canada, which is extremely difficult to quantify accurately. Many people who assess credentials do so as an adjunct to another job, and therefore do not consider themselves to be assessors. All three activities included surveys that were distributed to the entire known assessment

community and included a question on the number of full- and part-time assessors.

After this third survey we decided to pool the results in order to arrive at a better estimate of the total number of assessors. We started by combining all responses from the three surveys, and removing duplicate responses from the same organization. Priority was placed on more recent responses, as well as the seniority of each respondent within their organization. The following table shows how much of our information was added by each survey. In 2.1 above we saw that 75 responses were gathered from this project’s e-questionnaire (Survey 3). These contained information about 59 different organizations (see table below). The data from Survey 2 added a further 62 organizations, and Survey 1 added a further 24.

**TABLE 5 - INCREMENTAL NUMBERS OF ORGANIZATIONS PROVIDING DATA, FROM EACH ADDITIONAL SURVEY**

	SOURCE			TOTAL
	Survey 3	Extra from Survey 2	Extra from Survey 1	
Assessment Service	8	1	0	9
Professional/Regulatory Body	26	42	22	90
University/College	25	19	2	46
TOTAL	59	62	24	145

A total of 145 different organizations are represented in our surveys. Nine of these were assessment services, 90 were professional/regulatory bodies, and 46 were universities or colleges. From these responses, a total of 375 full-time and 154 part-time assessors were identified. It should be noted that part-time assessors included

volunteers. It is impossible to know whether there might be some overlap, with assessors moving from one organization to another over the course of the year, but these differences would be very small. The breakdown, by type of organization, of full- and part-time assessors is as follows:





**TABLE 6 - NUMBERS OF FULL- AND PART-TIME ACADEMIC CREDENTIAL ASSESSORS IN ORGANIZATIONS THAT RESPONDED TO ANY OF OUR SURVEYS, BY SEGMENT OF THE COMMUNITY**

	FULL-TIME	PART-TIME
Assessment Service	76	12
Professional/ Regulatory Body	157	108
University or College	142	34
<b>TOTAL</b>	<b>375</b>	<b>154</b>

We also broke the number of assessors down further by language of their organization (francophone and anglophone) and by size of organization (major and other):

**TABLE 7 - NUMBERS OF FULL- AND PART-TIME ACADEMIC CREDENTIAL ASSESSOR RESPONDENTS IN ANGLOPHONE AND FRANCOPHONE ORGANIZATIONS, BY SEGMENT OF THE COMMUNITY – LANGUAGE**

LANGUAGE	FULL-TIME		PART-TIME	
	Anglophone	Francophone	Anglophone	Francophone
Assessment Service	35	41	7	5
Professional/ Regulatory Body	135	22	96	12
University or College	133	9	33	1
<b>TOTAL</b>	<b>303</b>	<b>72</b>	<b>136</b>	<b>18</b>

**TABLE 8 - NUMBERS OF FULL- AND PART-TIME ACADEMIC CREDENTIAL ASSESSORS IN MAJOR ORGANIZATIONS AND OTHER ORGANIZATIONS, BY SEGMENT OF THE COMMUNITY – MAJOR VS. OTHER**

MAJOR VS. OTHER	FULL-TIME		PART-TIME	
	Major	Other	Major	Other
Assessment Service	75	1	11	1
Professional/ Regulatory Body	25	132	37	71
University or College	67	75	11	23
<b>TOTAL</b>	<b>167</b>	<b>208</b>	<b>59</b>	<b>95</b>



## 2.6 Estimation of the Size of the Canadian Academic Credential Assessment Community

From the above sample data we estimated the size of the Canadian academic credential assessment community:

1. We have responses from all the assessment agencies (except ICCAR, which does not yet exist and has been excluded, since presumably initially it will not generate new business, only take over assessments from other bodies). So the figures for Assessment Services are from a 100 per cent sample and are known reliably.
2. The total number of active organizations taken from official lists (390 Professional/Regulatory Bodies (PRBs) from the CICIC Web site, 296 Universities and Colleges).
3. Our survey identified the organizations that actively assess credentials and those that outsource to some extent. We used these numbers to estimate the total numbers of organizations that actively assess and numbers that outsource. This assumes that (a) outsourcing is total, whereas in fact many respondents only partially outsource and so the real number of organizations is underestimated,

and (b) the survey figures are representative; in practice they are likely to be from the larger, more professional organizations, and so likely to overestimate the total.

4. We estimated the total number of major organizations by adding up the number of organizations that responded to each survey, and through our knowledge of Canadian organizations and universities. We have assumed 10 major PRBs and 22 major Universities/Colleges.
5. This gives the number of Other Organizations (by subtraction).
6. The numbers of assessors and assessments are then estimated pro rata from the survey totals. (This assumes that the survey figures are representative; in practice they are likely to be from the larger, more professional organizations, and so may overestimate the total.)

These detailed calculations are shown in Appendix D. They give the following estimates for the total academic credential assessor community:

**TABLE 9 - ESTIMATED SIZE OF ASSESSMENT COMMUNITY**

<b>ASSESSMENT SERVICES</b>			
<b>ESTIMATED TOTAL NUMBER</b>	<b>Major</b>	<b>Other</b>	<b>Total</b>
Organization numbers	8	1	9
Number of full-time assessors	75	1	76
Number of part-time assessors	11	1	12
Number of assessments	86,300	300	86,600



**TABLE 9 - ESTIMATED SIZE OF ASSESSMENT COMMUNITY (CONTINUED)**

<b>PROFESSIONAL/REGULATORY BODY</b>			
<b>ESTIMATED TOTAL ASSESSING</b>	<b>Major</b>	<b>Other</b>	<b>Total</b>
Organization numbers	10	260	270
Number of full-time assessors	62.5	399	462
Number of part-time assessors	92.5	215	308
Number of assessments	22,500	43,500	66,000

<b>UNIVERSITY/COLLEGE</b>			
<b>ESTIMATED TOTAL ASSESSING</b>	<b>Major</b>	<b>Other</b>	<b>Total</b>
Organization numbers	22	254.7	277
Number of full-time assessors	134	545.8	680
Number of part-time assessors	22	167.4	189
Number of assessments	49,600	83,179	132,779

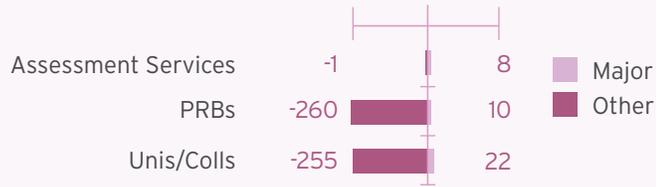
<b>TOTAL</b>			
<b>ESTIMATED TOTAL CANADIAN ACADEMIC CREDENTIAL ASSESSMENT COMMUNITY</b>	<b>Major</b>	<b>Other</b>	<b>Total</b>
Organization numbers	40	516	556
Number of full-time assessors	272	946	1,218
Number of part-time assessors	126	383	509
Number of assessments	158,400	126,979	285,379



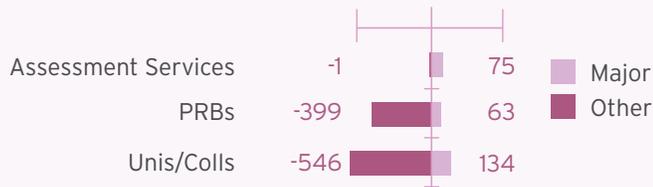


**Figure 2 - These numbers for the different segments can be represented graphically:**

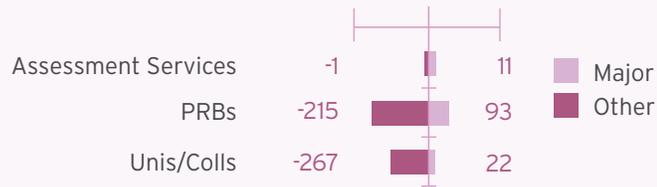
**Organizations**



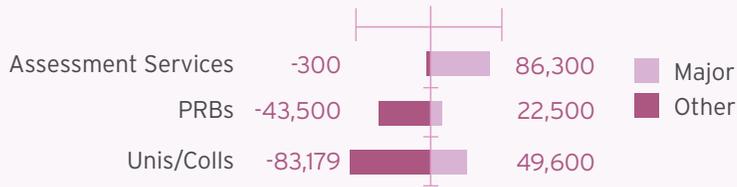
**Full-Time Assessors**



**Part-Time Assessors**



**Assesments/Year**



### ■ 3. RESULTS OF KEY INFORMANT INTERVIEWS

Having mainly learned “on-the-job,” most assessors are often separated from other assessors; the establishment of a common training course would help to improve the consistency of practice by academic credential assessors.

In addition to the e-questionnaires, a series of nine key informant interviews was conducted. The interviewees were selected to represent, as much as possible, the entire spectrum of credential assessment within Canada: large and small universities, regulatory bodies, and assessment services. The full list of those interviewed can be found in Appendix II. The questions they were asked paralleled those from the questionnaire, but were in more depth and allowed more freedom to elaborate and explain. Gratingly, despite the variety of assessors that we interviewed, the responses provided substantial confirmation for the e-questionnaire results. It should be noted that all the respondents have reviewed our notes of the interview.

One of the questions that provided very consistent responses was that of current provision of training. All interviewees described some form of buddy or companionship system, where knowledge is passed down from senior to new assessors. The majority of this information sharing is done on the job, allowing assessors to practise what they learn. Four of those interviewed mentioned taking part in some short courses and webinars offered through UK-NARIC, WES, CES, or AACRAO (see Section 4 for more information on these courses). In terms of budget, most interviewees said their organizations did not have a specific budget set aside for training, but employees could request training funding to come out of a main budget. Two interviewees said each employee at their organizations has a specific training allowance, which they can allocate as they see fit.

We then asked what form they would most like a distance learning course to take. Again, without fail, they all expressed the benefits of distance learning for a country the size of Canada, but all mentioned that some form of discussion component over the length of the course would be useful. Moderated on-line discussion, Skype or other teleconferencing method, or rolling meetings across various locations in Canada would allow a greater depth to the course, as well as allowing connections to be made within the assessment community.

A modular form of distribution was deemed to be the most useful, but the interviewees disagreed somewhat as to how best to administer it. Some felt that individual, stand-alone, modules which can be taken when needed,

would be best, while others favoured a series of modular options within a longer course. All agreed that as much flexibility as possible would be best, and that some form of accreditation at the end of either a module or a course would increase the likelihood of participation and enhance their professional image. All agreed to a certain extent that proof of learning through some form of assessment should be used to issue the credential at the end of the course, but one mentioned that this assessment should not be too difficult. Two interviewees also mentioned that assessments would also provide an opportunity for PLAR (Prior Learning Assessment and Recognition), where experienced assessors can apply to take the assessment without the accompanying coursework.

In terms of what topics would be most useful for the organizations, there was nearly full agreement for a basic course involving research methods, where to access data and information on countries and educational institutions, how to recognize fake documentation, what to do when an individual has no official documentation and cannot get it because of natural disaster or war, and other useful basic information for new assessors.

As for advanced courses, these varied according to the organization being interviewed. Educational organizations mentioned courses on grading standards, terminology (such as transfer credits, etc.), how to analyze a course versus analyzing a degree (which is important for undergraduate assessments), current issues and topics in assessment (constantly updated), and country profiles of large, mobile populations (such as China, India, Brazil, and Saudi Arabia).

The assessment services also mentioned that a course on the educational systems of Canada would be useful, as would a course on grading systems and conversions, how to network, and authenticity vs. plausibility (is it likely that this individual really achieved this qualification?). They also identified the need for a course on country education systems with which they were less familiar.

The interviewees representing professional or regulatory bodies also mentioned that information on major world education systems would be of use, as well as a course that could provide a benchmark of good practice and fairness by which to set an agency's standards. This could help



small regulatory bodies prove that they are working to the “Canadian standard” of assessment, if their decisions are questioned or appealed. Additionally, all three professional or regulatory bodies mentioned that a more in-depth course on detecting fraudulent documentation would be of use.

We also asked organizations how many individuals they would likely be able to sponsor, as well as whether they believed there would be any interest from people who were not funded by an organization. In response to the possibility of their organization sponsoring employees, all respondents said that it would depend on the quality and the cost of the program. If a program was reasonably priced, could be easily conducted while in full-time work (no more than 3 hours per week), and was extremely well designed and useful, then they could see all individuals in their respective organizations taking part in at least one course over the course of a few years. If there were update courses offered regularly, then this would also increase the number of individuals who could be sponsored.

As for individuals funding themselves, the opinion was split with about half thinking that it would be very unlikely for them to fund themselves. The other half, however, could even envisage some individuals outside the assessment community taking some of the basic courses out of interest, perhaps as an optional course in a social science degree.

Finally, we asked each individual whether they believed there was an aspect of their organization that distinguished it from other organizations. While all agencies mentioned that, in general, the task was quite similar between all assessment organizations, there were some small differences. For example, some universities that accept a large number of undergraduate students need more information about secondary school education, whereas most other assessment organizations concentrate more on postsecondary qualifications. Additionally, one of the professional or regulatory bodies said that they include a measure of work experience in their assessment in addition to the analysis of documents. The two French assessment agencies we talked to have a different pool of applicants, mainly from French-speaking countries, and one of them had a concentration on admission to cégeps in Quebec.

In all, our interviewees expressed very similar opinions about their interest in a program for credential assessors. They were all very keen that some form of standardization be put in place in training of credential assessors in Canada, and were relatively consistent in the type and delivery method of the ideal course.



## ■ 4. EXISTING PROVISION

Formal training will build a pool of individuals familiar with the basics of foreign academic credential-assessment best practices whose initial on-the-job training will be shortened.



As mentioned, most organizations rely mostly or entirely on in-house training through some form of mentorship or buddy system instruction. However, there are several training courses already available to assessors who wish to further their knowledge in particular fields. These are offered through a variety of services, and are usually short courses on quite specific topics.

One example of short courses is from the American Association of Collegiate Registrars and Admissions Officers (AACRAO), which offer one- or two-day sessions to registrars and academic assessors at universities in North America. These courses are often located in the United States, meaning that the cost of travel (in addition to the cost of the course itself) is too high for many universities to consider taking part regularly, and the focus on US credentials can mean that the Canadian specifics of academic credential assessments are not covered. Another example is NAFSA, which provides on-line courses such as basics of international admissions and foreign educational credential analysis, as well as a large number of other useful courses for universities and colleges within North America.

There are also several courses distributed via the Internet, which are therefore more accessible to remote assessors. On-line courses are (or have previously been) provided by the United Kingdom National Academic Recognition Information Centre (UK-NARIC), Educational Credential Evaluators (ECE, the United States), and World Education Services (WES, Canada and the United States). These three agencies offer modular, independent units on such topics as using the organization's database, country-specific information on assessment of credentials from particular countries or regions (including China, Germany, the Middle East, and India), or more general information on specific aspects of assessment challenges (for instance, on the Bologna Process).

There is also a more comprehensive modular training program offered through NUFFIC, the Netherlands ENIC/NARIC. This program consists of a total of eight modules of distance study over just under four months, ranging from an overview of educational systems to a country module on China, to recognition of third-country credentials, followed by a one-day face-to-face meeting.

Additionally, through our interviews, we learned about the Canadian Network of National Associations of Regulators, which provides a discussion on assessment of credentials at their conferences. We also discovered through the e-questionnaire that larger organizations within Canada such as IQAS produce information packages that can be used by other organizations, even if they do not provide direct training courses.



## ■ 5. LEARNING NEEDS

The on-line course should be as flexible as possible, and some form of accreditation at the end of either a module or a course would increase the likelihood of participation and enhance the professional image of academic credential assessors.



As described in Section 2.3 above, question 5 of the e-questionnaire asked respondents to indicate their specific training needs. All of the competencies from the new Competency Profile for academic credential assessors were listed, together with some knowledge topics. Respondents were invited to indicate their own (or their organization's) needs on a scale of urgency: needed in the next year/nice to have/not needed/don't know. They were asked to answer separately for basic needs (what is needed to perform competently as a credential assessor) and advanced levels.

In our analysis we have provided a numerical figure for the aggregate demand. This is the estimated number of full-time assessors in the whole academic credential community for whom it is a need, plus one third of those for whom it would be nice to have, aggregated across all three segments. It takes no account of demand from part-time assessors, who will provide additional demand, probably in particular for the basic level. In practice it is unlikely that all the demand would occur within one year, but the figure provides a useful measure. Those topics for which there is a high demand are shaded (light shading is 60-79, dark shading is 80+, red numbers show 100+). In addition we have shown the level and importance for each competency (see below for explanations of these metrics).

**TABLE 10 - TOTAL ESTIMATED DEMAND FOR TOPICS**

<b>FUNCTIONAL GROUP 1: ASSESSMENT</b>				
<b>Topics</b>	<b>Basic</b>	<b>Advanced</b>	<b>* Qualification Level</b>	<b>** Relative Importance</b>
1.1 Assess authenticity of a credential	104	139	7	1
1.2 Assess accuracy of translation	82	140	8	1
1.3 Assess status of an institution using precedents	81	87	9	2
1.4 Assess status of an institution in the absence of relevant precedents	72	110	10	1
1.5 Assess comparability of a foreign credential using precedents	71	108	9	1
1.6 Assess comparability of a foreign credential in the absence of relevant precedents	56	97	10	1
1.7 Describe educational programs	72	105	10	2
Knowledge of adult learning theory	23	10		
Knowledge of Canadian law related to foreign credential assessment	84	83		
Knowledge of Canadian educational systems and policies	67	70		
Knowledge of Canadian professional regulatory systems and policies	35	48		
Knowledge of immigration to and migration within Canada	96	86		
Knowledge of undergraduate admissions	109	65		

Key: \* These values are from the Competency Profile and apply to the Basic level only (for a description of these values, see Appendix VII).

\*\* The following coding system has been used: 1 = affects an individual assessment; 2 = affects a significant number of assessments; 3 = affects all future assessments; 4 = affects all past assessments.





TABLE 10 - TOTAL ESTIMATED DEMAND FOR TOPICS (CONTINUED)

<b>FUNCTIONAL GROUP 1: ASSESSMENT</b>				
<b>Topics</b>	<b>Basic</b>	<b>Advanced</b>	<b>* Qualification Level</b>	<b>** Relative Importance</b>
Knowledge of graduate admissions	46	49		
Knowledge of academic assessment	56	94		
Knowledge of systems for recognition of prior learning	74	63		
Knowledge of comparative grading practices	69	137		
Knowledge of comparative educational systems	97	142		
Knowledge of common non-Roman alphabet writing seen in assessments (Mandarin and Cantonese, Arabic, Cyrillic, etc.)	48	91		
<b>FUNCTIONAL GROUP 2: INFORMATION MANAGEMENT</b>				
<b>Topics</b>	<b>Basic</b>	<b>Advanced</b>	<b>* Qualification Level</b>	<b>** Relative Importance</b>
2.1 Use databases	148	135	7	3
2.2 Maintain records and statistics	122	122	7	3
2.3 Analyze information from diverse sources	128	129	9	3
2.4 Create resources for credential assessment	70	145	11	3
<b>FUNCTIONAL GROUP 3: COMMUNICATION</b>				
<b>Topics</b>	<b>Basic</b>	<b>Advanced</b>	<b>* Qualification Level</b>	<b>** Relative Importance</b>
3.1 Communicate with client	112	96	8	3
3.2 Communicate with other education, assessment, and credential professionals	48	69	8	1
3.3 Communicate in English	288	44	6	3
3.3 Communicate in French	32	15	6	3

Key: \* These values are from the Competency Profile and apply to the Basic level only (for a description of these values, see Appendix VII).

\*\* The following coding system has been used: 1 = affects an individual assessment; 2 = affects a significant number of assessments; 3 = affects all future assessments; 4 = affects all past assessments.




**TABLE 10 - TOTAL ESTIMATED DEMAND FOR TOPICS (CONTINUED)**

<b>FUNCTIONAL GROUP 4: PROFESSIONAL COMPETENCIES</b>				
<b>Topics</b>	<b>Basic</b>	<b>Advanced</b>	<b>* Qualification Level</b>	<b>** Relative Importance</b>
4.1 Engage in professional and ethical practice	68	80	8	4
4.2 Develop yourself	47	43	8	3
4.3 Help others to develop	41	65	8	3
4.4 Customer service	106	85	4	3
<b>FUNCTIONAL GROUP 5: SPECIALIST COMPETENCIES</b>				
<b>Topics</b>	<b>Basic</b>	<b>Advanced</b>	<b>* Qualification Level</b>	<b>** Relative Importance</b>
5.1 National education systems specialist	38	86	11	4
5.2 Occupational sector specialist	13	22	10	4
5.3 Language competency	26	17	10	4
5.4 Lead a team	35	48	8	2
5.5 Manage others	34	50	10	2
5.6 Lead the organization	14	47	11	4
5.7 Lead the organization's quality assurance processes	63	61	10	4
5.8 Develop assessment policy and strategy	70	73	12	4

Key: \* These values are from the Competency Profile and apply to the Basic level only (for a description of these values, see Appendix VII).

\*\* The following coding system has been used: 1 = affects an individual assessment; 2 = affects a significant number of assessments; 3 = affects all future assessments; 4 = affects all past assessments.





### QUALIFICATION LEVELS (FROM COMPETENCY PROFILE APPENDIX I)

Level	Name	Level	Name
4	Certificate of Qualification	9	Post-Diploma Certificate
5	Certificate III	10	Bachelor degree
6	Diploma I	11	Masters' degree
7	Diploma II	12	Doctoral degree
8	Advanced Diploma		

### RELATIVE IMPORTANCE (FROM COMPETENCY PROFILE APPENDIX III)

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

We have analysed the responses (see Appendix V for details by segment) and can draw the following conclusions:

- There is a strong demand for the Advanced level competencies, only slightly less for the Basic level.
- The demand for Knowledge topics is less than for Competency, but there is stronger demand for Knowledge topics at Advanced level than at Basic level.
- The highest demand is for Functional Group 2 (Information Management) especially at Advanced level, and also for 3.3 (Basic Communication in English), although this has been distorted by one university's call for it for 50 staff.
- The lowest demand is for the Specialist Competencies of Functional Group 5, and the Professional Competencies of Functional Groups 3 and 4.
- The pattern for the three segments is quite distinct. For the assessment agencies, the principal needs are scattered; for the professional/regulatory bodies (PRBs) they are concentrated in Functional Groups 1 and 2; for the universities/colleges they are concentrated in the Knowledge of Functional Group 1 (Assessment) and the Competencies of Functional Groups 2 and 3.
- The Basic level competencies vary between levels 7 and 9 for most of the competencies in demand in Functional Groups 1 and 2. The Basic level competencies for Functional Groups 4 and 5 go up to level 8.
- Competencies 1.6 and 2.4 and Functional Group 5 are relevant to the Advanced level, rather than the Basic level.



## ■ 6. MARKET DEMAND

Proof of learning through some form of assessment should be used to issue the credential at the end of the course.



We have provided detailed information on the estimated size of the three segments of the academic credential assessment community. This is the probable market for a distance learning program:

**TABLE 11 - ESTIMATED SIZE OF THE CANADIAN ACADEMIC CREDENTIAL ASSESSMENT COMMUNITY**

Estimated Values	Total	Assessment Service	Professional/Regulatory Body	University/ College
Total number of academic credential assessor organizations	556	9	270	277
Major organizations performing 1500+ assessments	40	8	10	22
Full-time credential assessors	1,218	76	462	680
Part-time credential assessors	508	12	307	189

The totals above include both anglophone and francophone organizations. The potential market for a francophone program is substantially smaller (about a quarter of the whole), but the response to the suggestion of such a program has been even more positive than in anglophone organizations. We have not explored whether the anglophone program might be attractive to assessors in francophone organizations.

**TABLE 12 - ESTIMATED SIZE OF THE FRANCOPHONE CANADIAN ACADEMIC CREDENTIAL ASSESSMENT COMMUNITY**

Estimated Values	Total	Assessment Service	Professional/Regulatory Body	University/ College
Total number of francophone academic credential assessor organizations	81	3	54	24
Major francophone organizations performing 1500+ assessments	10	3	3	4
Full-time francophone credential assessors	149	41	65	43
Part-time francophone credential assessors	45	5	34	6



## ■ 7. RECOMMENDATIONS

There is a market for both a *basic*-level program, with courses up to bachelor-degree level in academic credential assessment, and an *advanced*-level program of individual specialist courses at bachelor- and master's-degree levels.<sup>1</sup>

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<sup>1</sup> The recommendations are those of the authors and do not necessarily reflect the opinion of the Council of Ministers of Education, Canada or the Canadian Information Centre for International Credentials.



We are not in a position to decide whether a distance education program for Canadian academic credential assessors is financially feasible for Athabasca University and TÉLUQ; that must be for them to decide. But we hope that we have provided the market information they need to make a well-informed decision.

There is a market for both a Basic-level program with courses up to bachelor degree level in academic credential assessment, and an Advanced level program of individual specialist courses at the bachelor and master's degree levels.

The Advanced-level program will be more attractive, since there is a large number of already experienced assessors, especially those who are outside the major organizations and are likely to be isolated from others in the assessment community.

PLAR options are likely to have a substantial uptake. The PLAR option will be particularly attractive to the large number of academic credential assessors who are already experienced but without relevant qualifications.

If it is decided to proceed, we recommend that:

- A Basic-level distance-learning program should initially develop courses in Competencies for Functional Groups 1 and 2 as its top priority (possibly omitting 1.6 and 2.4).
- It should be possible to use or adapt courses prepared already (for other markets), to deliver the more transferable Basic level competencies of Functional groups 3 and 4.
- The Advanced level program should provide a suite of courses in Functional Groups 1 and 2, possibly leading to a master's degree when sufficient credits have been accumulated. This will provide a progression route from Basic competency to Advanced competency.
- Consideration should be given to offering the programs to academic credential assessors outside Canada. If the programs are developed with this in mind, it should offer a significant additional market, with extra added value in terms of creating international networking opportunities for the students.
- The programs should be modular and flexible, with formal assessment and accreditation.



## ■ APPENDICES

The prior learning and recognition options will be particularly attractive to the large number of academic credential assessors who are already experienced but lack the relevant academic credentials.



**Appendix I – English-language Version of Individual e-Questionnaire Postsecondary Distance Education for Academic Credential Assessors**

This is part of a feasibility study for courses related to assessment of foreign academic credentials. Whatever your views, we need to hear from you to ensure that the full range is known.

This questionnaire is to find out:

- the size and structure of the Canadian academic credential assessment community;
- the attitudes of employers and individuals to training;
- the training needs of academic credential assessors;
- which structure will be most appropriate for a Postsecondary Distance Education Program for Canadian Academic Credential Assessors.

All data collected will be analyzed anonymously, and will not be shared externally. The data will be used only for the purposes of this feasibility study.

Please provide your answers as soon as possible (before August 24, 2011). We thank you in advance for your participation.

**1. IDENTITY**

Name of person answering		Phone number	
Job role/title		E-mail address	
Name of organization		Language of operation	
City/Town		Country	
Province		Postal code	

	<b>YES</b>	<b>NO</b>
Are you responding with authority on behalf of your organization?	<input type="checkbox"/>	<input type="checkbox"/>

**2. WHAT TYPE OF ORGANIZATION ARE YOU INVOLVED WITH?**

	<b>YES</b>	<b>NO</b>
Academic credential evaluation service	<input type="checkbox"/>	<input type="checkbox"/>
Professional regulatory body	<input type="checkbox"/>	<input type="checkbox"/>
University or college	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify):

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Operating at national level	<input type="checkbox"/>	<input type="checkbox"/>
Operating at provincial/territorial level	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify):

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**3. HOW MUCH ACADEMIC CREDENTIAL ASSESSMENT WORK IS DONE IN YOUR ORGANIZATION?  
(IF UNSURE, PLEASE RESPOND WITH "UNKNOWN")**

Number of individual foreign academic credentials assessed per year		If some or all of your credential assessments are done by others, list who does this work for you.	
Number of full-time academic credential assessors		Number of part-time academic credential assessor staff	
What percentage of your total assessor staff time is spent on academic credential assessment			

**4. HOW MUCH ACADEMIC CREDENTIAL ASSESSMENT TRAINING/ CONTINUING PROFESSIONAL DEVELOPMENT?**

Does your organization have a budget for training		What annual budget does your organization spend on average training for each of its academic credential assessors	
How many days/year of training does your organization fund per assessor, on academic credential assessment		How many self-funded days/year of continuing professional development do you do personally, related to academic credential assessment	
Who supplies you with training/ continuing professional development		Is private training reimbursed	
What training have you personally received on academic credential assessment		How many years experience of academic credential assessment do you have	
What credentials do you have			

**5A. What training needs does your organization have?**

Select all the training needs that apply to your organization, at both basic (what is needed to perform competently as a credential assessor) and advanced levels. Choose the appropriate level of urgency from the drop-down menu. Show the number of staff who share this need. This list of skills is taken from the CICIC competency profile for academic credential assessors <http://discussion.cicic.ca/app/documents/?id=25>





1. ASSESSMENT	Your organization needs		How many people total	
	basic level	advanced level	basic level	advanced level
1.1 Assess authenticity of a credential	1-4	1-4		
1.2 Assess accuracy of translation	1-4	1-4		
1.3 Assess status of an institution using precedents	1-4	1-4		
1.4 Assess status of an institution in the absence of relevant precedents	1-4	1-4		
1.5 Assess comparability of a foreign credential using precedents	1-4	1-4		
1.6 Assess comparability of a foreign credential in the absence of relevant precedents	1-4	1-4		
1.7 Describe educational programs	1-4	1-4		
Knowledge of adult learning theory	1-4	1-4		
Knowledge of Canadian Law related to foreign credential assessment	1-4	1-4		
Knowledge of Canadian educational systems and policies	1-4	1-4		
Knowledge of Canadian professional regulatory systems and policies	1-4	1-4		
Knowledge of immigration to and migration within Canada	1-4	1-4		
Knowledge of undergraduate admissions	1-4	1-4		
Knowledge of graduate admissions	1-4	1-4		
Knowledge of academic assessment	1-4	1-4		
Knowledge of systems for recognition of prior learning	1-4	1-4		
Knowledge of comparative grading practices	1-4	1-4		
Knowledge of comparative educational systems	1-4	1-4		
Knowledge of common non-Roman alphabet writing seen in assessments (Mandarin and Cantonese, Arabic, Cyrillic, etc),	1-4	1-4		





	Your organization needs		How many people total	
	basic level	advanced level	basic level	advanced level
<b>2. INFORMATION MANAGEMENT</b>				
<b>Training need</b>				
2.1 Use databases	1-4	1-4		
2.2 Maintain records and statistics	1-4	1-4		
2.3 Analyse information from diverse sources	1-4	1-4		
2.4 Create resources for credential assessment	1-4	1-4		
<b>3. COMMUNICATION</b>				
3.1 Communicate with client	1-4	1-4		
3.2 Communicate with other education, assessment and credential professionals	1-4	1-4		
3.3 Communicate in English	1-4	1-4		
3.3 Communicate in French	1-4	1-4		
<b>4. PROFESSIONAL COMPETENCIES</b>				
4.1 Engage in professional and ethical practice	1-4	1-4		
4.2 Develop yourself	1-4	1-4		
4.3 Help others to develop	1-4	1-4		
4.4 Customer service	1-4	1-4		





Training need	Your organization needs		How many people total	
	basic level	advanced level	basic level	advanced level
<b>5. SPECIALIST COMPETENCIES</b>	1 = need in next year 2 = nice to have 3 = not needed 4 = don't know			
5.1 National Education Systems Specialist	1-4	1-4		
5.1 National Education Systems Specialist - specify countries	list of countries			
5.2 Occupational Sector Specialist	1-4	1-4		
5.2 Occupational Sector Specialist - specify sectors	list of sectors			
5.3 Language Competency	1-4	1-4		
5.3 Language Competency - specify languages	list of languages			
5.4 Lead a Team	1-4	1-4		
5.5 Manage others	1-4	1-4		
5.6 Lead the organization	1-4	1-4		
5.7 Lead the organization's Quality Assurance processes	1-4	1-4		
5.8 Develop assessment policy and strategy	1-4	1-4		
5.9 What other learning needs does your organization have?	list			
5.10 Is your organization likely to take up the opportunity of distance-education courses if they become available?				
5.11 Is your organization likely to use a Prior Learning Assessment and Recognition route for some courses?				





### 5B. What training needs do you have?

Select all that apply (this list of skills is taken from the CICIC competency profile for academic credential assessors <http://discussion.cicic.ca/app/documents/?id=25>):

1. ASSESSMENT	You personally need	
	basic level	advanced level
1.1 Assess authenticity of a credential	1-4	1-4
1.2 Assess accuracy of translation	1-4	1-4
1.3 Assess status of an institution using precedents	1-4	1-4
1.4 Assess status of an institution in the absence of relevant precedents	1-4	1-4
1.5 Assess comparability of a foreign credential using precedents	1-4	1-4
1.6 Assess comparability of a foreign credential in the absence of relevant precedents	1-4	1-4
1.7 Describe educational programs	1-4	1-4
1.8 Knowledge of adult learning theory	1-4	1-4
1.9 Knowledge of Canadian Law related to foreign credential assessment	1-4	1-4
1.10 Knowledge of Canadian educational systems and policies	1-4	1-4
1.11 Knowledge of Canadian professional regulatory systems and policies	1-4	1-4
1.12 Knowledge of immigration to and migration within Canada	1-4	1-4
1.13 Knowledge of undergraduate admissions	1-4	1-4
1.14 Knowledge of graduate admissions	1-4	1-4
1.15 Knowledge of academic assessment	1-4	1-4
1.16 Knowledge of systems for recognition of prior learning	1-4	1-4
1.17 Knowledge of comparative grading practices	1-4	1-4
1.18 Knowledge of comparative educational systems	1-4	1-4
1.19 Knowledge of common non-Roman alphabet writing seen in assessments (Mandarin and Cantonese, Arabic, Cyrillic, etc),	1-4	1-4





	You personally need	
	1 = need in next year 2 = nice to have 3 = not needed 4 = don't know	
<b>2. INFORMATION MANAGEMENT</b>	basic level	advanced level
<b>Training need</b>		
2.1 Use databases	1-4	1-4
2.2 Maintain records and statistics	1-4	1-4
2.3 Analyse information from diverse sources	1-4	1-4
2.4 Create resources for credential assessment	1-4	1-4
<b>3. COMMUNICATION</b>		
3.1 Communicate with client	1-4	1-4
3.2 Communicate with other education, assessment and credential professionals	1-4	1-4
3.3 Communicate in English	1-4	1-4
3.4 Communicate in French	1-4	1-4
<b>4. PROFESSIONAL COMPETENCIES</b>		
4.1 Engage in professional and ethical practice	1-4	1-4
4.2 Develop yourself	1-4	1-4
4.3 Help others to develop	1-4	1-4
4.4 Customer service	1-4	1-4





5. SPECIALIST COMPETENCIES	You personally need	
	basic level	advanced level
5.1 National Education Systems Specialist	1-4	1-4
5.1 National Education Systems Specialist - specify countries	list of countries	
5.2 Occupational Sector Specialist	1-4	1-4
5.2 Occupational Sector Specialist - specify sectors	list of sectors	
5.3 Language Competency	1-4	1-4
5.3 Language Competency- specify languages	list of languages	
5.4 Lead a Team	1-4	1-4
5.5 Manage others	1-4	1-4
5.6 Lead the organization	1-4	1-4
5.7 Lead the organization's quality assurance processes	1-4	1-4
5.8 Develop assessment policy and strategy	1-4	1-4
5.9 What other learning needs do you have?	list	1-4
5.10 Are you likely to take up the opportunity of distance-education courses if they become available?	Yes/No	
5.11 Are you likely to use a Prior Learning Assessment and Recognition route for some courses?	Yes/No	

YES | NO  
 |

**6. WOULD YOU SUPPORT FURTHER ACTIONS TO PROFESSIONALIZE ACADEMIC CREDENTIAL ASSESSORS?**

**7. DO YOU HAVE ANY OTHER QUESTIONS OR COMMENTS RELATING TO THE SUBJECT OF THIS QUESTIONNAIRE?**

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If you want to contribute further, please email Felicity Borgal FelicityB@CamProf.com.  
 Thank you for your assistance.





## Appendix II Key Informant Interview Contacts

### Alexandre Dufour-Mignault

*Centre d'expertise sur les formations acquises  
hors du Québec*

### Jeff Stull

International Qualifications Assessment Services

### Linda Zaks-Walker

Ontario College of Teachers

### Rosalie Vlaar

University of British Columbia

### Christiane Deslauriers

Canadian Association of Occupational Therapists

### Laura Sheehan

Ontario College of Early Childhood Educators

### Pierre Labbé

*Le service régional d'admission au collégial de Québec*

### Kristine Smalcel-Pederson

University of Northern British Columbia

### Jim D'Arcy

Athabasca University

## Appendix III List of Known Providers of Training for Canadian Academic Credential Assessors

### American Association of Collegiate Registrars and Admissions Officers (AACRAO)

[www.aacrao.org](http://www.aacrao.org)

### Educational Credential Evaluation (ECE)

[www.ece.org](http://www.ece.org)

### Netherlands ENIC/NARIC

[www.nuffic.nl](http://www.nuffic.nl)

### NAFSA, Association of International Educators

[www.nafsa.org](http://www.nafsa.org)

### World Education Services (WES)

[www.wes.org](http://www.wes.org)

### UK-NARIC

[www.naric.co.uk](http://www.naric.co.uk)





## Appendix IV - Estimates of Market Size

### Estimate of numbers of credential assessors

<b>NUMBER OF ORGANIZATIONS</b>											
	Source				Size			Language			
Data from surveys	Survey 3	Survey 2	Survey 1	Total	Major	Other	Total	Francophone	Anglophone	Total	
Assessment Service	8	1	0	9	8	1	9	3	6	9	
Professional/Regulatory Body	26	42	22	90	4	86	90	18	72	90	
University/College	25	19	2	46	11	35	46	4	42	46	
	<b>59</b>	<b>62</b>	<b>24</b>	<b>145</b>	<b>23</b>	<b>122</b>	<b>145</b>	<b>25</b>	<b>120</b>	<b>145</b>	<b>17%</b>
<b>NUMBER OF FULL-TIME ASSESSORS</b>											
	Source				Size			Language			
	Survey 3	Survey 2	Survey 1	Total	Major	Other	Total	Francophone	Anglophone	Total	
Assessment Service	76	0	0	76	75	1	76	41	35	76	
Professional Regulatory Board	45	49	63	157	25	132	157	22	135	157	
University/College	77	61	4	142	67	75	142	9	133	142	
	<b>198</b>	<b>110</b>	<b>67</b>	<b>375</b>	<b>167</b>	<b>208</b>	<b>375</b>	<b>72</b>	<b>303</b>	<b>375</b>	<b>19%</b>
<b>NUMBER OF PART-TIME ASSESSORS</b>											
	Source				Size			Language			
	Survey 3	Survey 2	Survey 1	Total	Major	Other	Total	Francophone	Anglophone	Total	
Assessment Service	11	1	0	12	11	1	12	5	7	12	42%
Professional Regulatory Board	59	44	5	108	37	71	108	12	96	108	11%
University/College	6	28	0	34	11	23	34	1	33	34	3%
	<b>76</b>	<b>73</b>	<b>5</b>	<b>154</b>	<b>59</b>	<b>95</b>	<b>154</b>	<b>18</b>	<b>136</b>	<b>154</b>	<b>12%</b>
<b>NUMBER OF ASSESSMENTS</b>											
	Source				Size			Language			
	Survey 3	Survey 2	Survey 1	Total	Major	Other	Total	Francophone	Anglophone	Total	
Assessment Service	83,600	3,000	-	86,600	86,300	300	86,600	35,000	51,600	86,600	42%
Professional Regulatory Board	11,317	4,379	3,677	19,373	9,000	10,373	19,373	934	18,439	19,373	11%
University/College	22,200	10,038	400	32,638	24,800	7,838	32,638	3,500	29,138	32,638	3%
	<b>117,117</b>	<b>17,417</b>	<b>4,077</b>	<b>138,611</b>	<b>120,100</b>	<b>18,511</b>	<b>138,611</b>	<b>39,434</b>	<b>99,177</b>	<b>138,611</b>	<b>12%</b>





**ESTIMATED TOTAL NUMBERS OF ORGANIZATIONS ASSESSING CREDENTIALS**

**ASSESSMENT SERVICES**

	in survey				Estimated total number				
	Major	Other	Total	% surveyed	Major	Other	Total	Francophone	Anglophone
Organization numbers	8	1	9	100%	8	1	9	3	6
Number of full-time assessors	75	1	76		75.0	1.0	76.0	41	35
Number of part-time assessors	11	1	12		11.0	1.0	12.0	5	7
Number of assessments	<b>86,300</b>	<b>300</b>	<b>86,600</b>		<b>86,300</b>	<b>300</b>	<b>86,600</b>		

**PROFESSIONAL/REGULATORY BODY**

	in survey				Estimated total number			in survey			Estimated Canadian total		
	Major	Other	Total	% surveyed	Major	Other	Total	assessing	outsourcing	Total	assessing	outsourcing	Total
Organization numbers	4	86	90	23%	10	260	270	18	8	26	270.0	120.0	390
Number of full-time assessors	25	132	157		62.5	399.1	462				54		
Number of part-time assessors	37	71	108		92.5	214.7	307				65		
Number of assessments	<b>9,000</b>	<b>10,373</b>	<b>19,373</b>		<b>22,500</b>	<b>43,500</b>	<b>66,000</b>				<b>34</b>		

**UNIVERSITY/COLLEGE**

	in survey				Estimated total number			in survey			Estimated Canadian total		
	Major	Other	Total	% surveyed	Major	Other	Total	assessing	outsourcing	Total	assessing	outsourcing	Total
Organization numbers	11	35	46	16%	22	254.7	276.7	43	3	46	276.7	19.3	296
Number of full-time assessors	67	75	142		134.0	545.8	680				24		
Number of part-time assessors	11	23	34		22.0	167.4	189				43		
Number of assessments	<b>24,800</b>	<b>7,838</b>	<b>32,638</b>		<b>49,600</b>	<b>83,179</b>	<b>132,779</b>				<b>6</b>		

Overall Totals	Estimated total Canadian academic credential assessment community		
	Major	Other	Total
Organization numbers	40	516	556
Number of full-time assessors	272	946	1,217
Number of part-time assessors	126	383	509
<b>Number of assessments</b>	<b>158,400</b>	<b>126,979</b>	<b>285,379</b>





**Appendix V**  
**Estimated Total Demand by Topic**  
**By volume of units required**

	COMPETENCY PROFILE	ASSESSMENT SERVICES		PROFESSIONAL/ REGULATORY BODIES		EDUCATIONAL INSTITUTIONS		WEIGHTED TOTAL	
		Basic	Advanced	Basic	Advanced	Basic	Advanced	Basic	Advanced
Assess authenticity of a credential	1.1	27	15	37	49	40	75	104	139
Assess accuracy of translation	1.2	9	9	30	23	43	109	82	140
Assess status of an institution using precedents	1.3	26	9	27	16	27	62	81	87
Assess status of an institution in the absence of relevant precedents	1.4	13	13	33	25	26	72	72	110
Assess comparability of a foreign credential using precedents	1.5	15	11	33	30	22	67	71	108
Assess comparability of a foreign credential in the absence of relevant precedents	1.6	14	12	22	17	21	69	56	97
Describe educational programs	1.7	13	12	31	30	27	62	72	105
Knowledge of adult learning theory		5	2	9	2	10	6	23	10
Knowledge of Canadian law related to foreign credential assessment		12	7	41	17	30	59	84	83
Knowledge of Canadian educational systems and policies		14	12	23	7	30	51	67	70
Knowledge of Canadian professional regulatory systems and policies		12	10	12	9	11	29	35	48
Knowledge of immigration to and migration within Canada		13	9	32	9	51	69	96	86
Knowledge of undergraduate admissions		13	9	25	20	72	37	109	65
Knowledge of graduate admissions		13	9	26	20	8	21	46	49
Knowledge of academic assessment		14	12	17	10	26	72	56	94
Knowledge of systems for recognition of prior learning		11	8	38	32	24	22	74	63





	COMPETENCY PROFILE	ASSESSMENT SERVICES		PROFESSIONAL/ REGULATORY BODIES		EDUCATIONAL INSTITUTIONS		WEIGHTED TOTAL	
		Basic	Advanced	Basic	Advanced	Basic	Advanced	Basic	Advanced
Knowledge of common non-Roman alphabet writing in assessments (Mandarin & Cantonese, Arabic, Cyrillic, etc.)		9	5	16	1	24	85	48	91
Use databases	2.1	27	8	38	43	83	85	148	135
Maintain records and statistics	2.2	9	6	26	25	88	91	122	122
Analyze information from diverse sources	2.3	14	12	29	29	85	88	128	129
Create resources for credential assessment	2.4	12	13	30	29	27	102	70	145
Communicate with client	3.1	25	10	17	8	70	78	112	96
Communicate with other education, assessment and credential professionals	3.2	13	9	19	19	16	42	48	69
Communicate in English	3.3	22	9	10	14	257	21	288	44
Communicate in French	3.3	18	8	4	1	10	6	32	15
Engage in professional and ethical practice	4.1	27	10	19	8	22	62	68	80
Develop yourself	4.2	9	9	11	8	27	26	47	43
Help others to develop	4.3	8	9	19	24	14	32	41	65
Customer service	4.4	13	8	14	5	80	72	106	85
National education systems specialist	5.1	8	12	10	25	21	49	38	86
Occupational sector specialist	5.2	1	6	9	7	3	10	13	22
Language competency	5.3	9	9	4	2	13	6	26	17
Lead a team	5.4	5	8	3	10	27	30	35	48
Manage others	5.5	4	7	3	13	27	30	34	50
Lead the organization	5.6	2	4	1	14	11	29	14	47





	COMPETENCY PROFILE	ASSESSMENT SERVICES		PROFESSIONAL/ REGULATORY BODIES		EDUCATIONAL INSTITUTIONS		WEIGHTED TOTAL	
		Basic	Advanced	Basic	Advanced	Basic	Advanced	Basic	Advanced
Lead the organization's quality assurance processes	5.7	10	8	12	21	42	32	63	61
Develop assessment policy and strategy	5.8	9	13	21	23	40	37	70	73

Notes: Responses from individuals and from organizations have been combined. Demand has been scaled up from survey responses to represent the full market. Demand includes all "needed" plus one-third of "nice to have." Demand from part-time has been excluded.





## Appendix VI

### Responses in e-Questionnaire to Open-Ended Questions on Competencies 5.1, 5.2, 5.3

#### 5.1 Competency – National Education Systems Specialist - specify countries of interest

##### RESPONSES FROM ASSESSMENT SERVICES

*Formation complète portant sur le système scolaire d'un pays à travers le temps*

*Pays francophones, Chine, Taiwan, Japon, Corée du sud*

UK, Hong Kong, Germany, Norway, Sweden, Finland

*Britannique*

Very familiar with majority of countries seen at agency; a specialist in none

Western and Eastern Europe, Latin America, and China

##### RESPONSES FROM PROFESSIONAL/REGULATORY BODIES

*Connaissances quant à l'organisation des systèmes scolaires dans le monde*

India and Philippines

Depends on the year: US, China, India, Hong Kong,

At the Ontario College of Teachers, credential assessors do not specialize in specific educational systems. Instead, we rotate through all of the systems to ensure that we are cross-trained. In this respect, we are generalists and not specialists.

Worldwide

Iran, Iraq, Algeria, Morocco, Germany

All countries with nursing programs (especially Phillipines, India, European countries)

Pakistan, China, India, Brazil, Russia, Ukraine to start

Philippines, India, Pakistan, Bangladesh, Nigeria, Ghana, Iran, Iraq, Russia, China

India, Germany, Philippines, Colombia, United States

France, Pakistan, India, Philippines, Russia, Poland, China

*Un évaluateur doit arriver à connaître plusieurs pays*

##### RESPONSES FROM UNIVERSITIES/COLLEGES

*Un représentant pour les universités du Québec*

China, India

China, UAE, India, Turkey, IB system, AP system, CAPE, WAEC, British system

PR China, Saudia Arabia, Nigera

Need advanced knowledge for a variety of countries including sub-Saharan Africa, India, China, Korea, Saudi Arabia, Iran

Not sure - as they come up there may be a need

#### 5.2 Competency – Occupational Sector Specialist - specify sectors of interest

##### RESPONSES FROM ASSESSMENT SERVICES

*Déterminer si une formation est en génie ou non, sciences et technologie des aliments versus le génie alimentaire*

*Enseignement*

*Pharmacie, Spécialisation en médecine, Informatique, etc.*

Familiar in sectors; specialist in none





#### RESPONSES FROM PROFESSIONAL/REGULATORY BODIES

*Connaissances quant à l'organisation des professions dans le monde*

All as peer HRDC

Teaching and nursing

Education

Education/teaching credentials

Architecture, engineering, many allied health professions

Health care sectors in general

Medical

Applied science & engineering technologies (14 disciplines)

*Moins applicable*

**There were no responses from Universities/Colleges.**

### 5.3 Competency - Language Competency, specify countries of interest

#### RESPONSES FROM ASSESSMENT SERVICES

*Connaissance des mots importants pour savoir si le document a été bien traduit*

Any variety is helpful

Anglais, Français, Mandarin

Arabe

English only

Spanish, Dutch, German, Italian, and Portuguese

#### RESPONSES FROM PROFESSIONAL/REGULATORY BODIES

We employ certified translators.

Chinese and Spanish

English and French. All foreign language documents must be translated by acceptable translators.

n/a

French

Urdu, Farsi, Russian, Chinese

English, Languages specific to country of training

French, Mandarin, Cantonese,

*Souhaitable mais non obligatoire car les traductions sont exigées*

#### RESPONSES FROM UNIVERSITIES/COLLEGES

*Nous avons des professeurs de différents pays*

English

Mandarin, Arabic, Farsi





## Appendix VII. Qualification level

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

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





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





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





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





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

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



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

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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)

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LES RESSOURCES SONT AUSSI DISPONIBLES EN FRANÇAIS



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