

New tools for regulators to support international academic credential assessment

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CANADIAN INFORMATION CENTRE FOR INTERNATIONAL CREDENTIALS
CENTRE D'INFORMATION CANADIEN SUR LES DIPLÔMES INTERNATIONAUX

cmeec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)



Recognition of qualifications



“The fair recognition of qualifications is a *sine qua non* of international mobility. Fair recognition is, by itself, not sufficient to stimulate mobility, but... mobility is unthinkable as a mass phenomenon without fair recognition.”

-- *Sjur Bergan, lead author of the Lisbon Recognition Convention*

“We called for workers, but human beings came instead.”

-- *Max Firsch*

“Taking the public’s interest to heart and considering that **the paramount duty of a [regulated] profession is to protect the public interest**, it is essential to ensure that admittance into a profession is guarded by strict standards and that members, once admitted, are governed by high standards of competence...”

-- *Robert Schultze*



Presentation Overview



•Background

- Global trends and best practices
- About CICIC and the project

•Tools for regulators

- **Quality Assurance Framework**
- Terminology Guide
- Country Profiles

•Professional development

- **Competency Profile**
- Webinars
- On-line distance education program



- Global search for talent to drive productivity and innovation
- Immigration reform and aging population
- Immigrant “integration” and notion of fairness
- Role of regulators – protecting the public and “improving society”
- **Emerging best practices in academic credential assessment promote**
 - global mobility of talent
 - protection of public safety through the notion of “substantial differences”
 - fair treatment of immigrants through greater consistency and portability of assessments



About the Canadian Information Centre for International Credentials



<http://cicic.ca>

- a national information and referral service to promote international mobility by improving the recognition and portability of academic and occupational qualifications
- CICIC is a unit of the Council of Ministers of Education, Canada (CMEC)
- Highlights of what we do:
 - Respond to over 6000 enquiries annually
 - Maintain over 200 occupational profiles
 - Maintain only authoritative database of recognized postsecondary institutions in Canada
 - Assessors' toolbox to support the work of assessors



Quality Standards Project



Goals

- **To integrate internationally trained newcomers into the workforce in both regulated and unregulated professions**
- To facilitate the assessment of academic credentials for foreign students' admission to Canadian colleges and universities

Phases

- Phase I: 2007 — Diagnostic research on the portability and consistency of academic credential assessments
- Phase II: 2010 — Reference tools developed



Quality standards project – New tools for regulators



Building consistency

- **Quality Assurance Framework**
- Terminology guides – <http://terminology.cicic.ca>
see also CLEAR terminology guide - http://www.clearhq.org/resources/Glossary_General.pdf
- Country Education Profiles – <http://countryprofiles.cicic.ca>
- Shared database feasibility study

Building capacity

- **Competency Profile**
- On-line distance education program feasibility study
- National workshops



All tools and feasibility studies available at <http://evaluation.cicic.ca>

Strengthening Consistency of Academic Credential Assessments



Quality Assurance Framework (QAF)

http://cicic.ca/docs/2012/Quality_Assurance_Framework_EN.pdf

- QAF to guide and streamline the practice; builds on international best practice
- Three sections including a Code of Good Practice in the Assessment of International Academic Credentials
- Widespread adherence to a Quality Assurance Framework (QAF) will ultimately help improve the consistency and portability of assessments performed across Canada.
- QAF can be used by all regulators performing academic credential assessments because it respects the autonomy and differing needs of each organization.



Strengthening Consistency of Academic Credential Assessments



Code of Good Practice in International Academic Credential Assessment

- **General principles:** non-discrimination, consistency, respect for provincial and territorial differences, internal quality assurance
- **Transparency:** publish document and translation requirements, processing times, fees, appeal procedures
- **Assessment procedures:** situate the credential in its context and compare to Canadian standard using a range of criteria
- **Precedents:** use and review precedents and explain deviations from established precedents



Strengthening Consistency of Academic Credential Assessments



Code of Good Practice in International Academic Credential Assessment (cont'd)

- **Recognized institutions:** those formally approved by “competent authorities” OR widely accepted by others
- **Reporting:** provide a report to applicant and other institutions as required (with permission)
- **Fraudulent documents:** procedures to follow in cases of confirmed/suspected fraudulent documents
- **Other practices**



Building Capacity – Competency Profile



Methodology (Volume 2)

- Working group comprised of SME from regulatory bodies, assessment services, universities, other relevant NGOs and governments
- Four focus groups led to first draft of tasks
 - **88 people – Toronto, Halifax, Ottawa & Montreal**
- Domestic e-questionnaire
 - **52 responses – majority – 37% – from regulatory bodies**
 - **Questions: types of qualifications assessed, volume, functions, minimum qualifications, training, customers, trends**
- International e-questionnaire
 - **31 responses – 11% from regulatory bodies**
- Telephone interviews and face-to-face meetings (9+)
- Extensive desk research



Building Capacity – Competency Profile



The competency profile includes (Volume 1):

– Core competencies

- **Assessment** – authenticity, translation accuracy, status of an institution (with or without precedents), assess comparability (with or without precedents)
- **Information management** – use databases, maintain records, analyze information from diverse sources
- **Communication** – with clients/applicants and with other assessment professionals
- **Professional competencies** – ethics, professional development, customer service



Building Capacity – Competency Profile



The competency profile includes (cont'd):

– Optional competencies

- **Assessment** – describe educational programs
- **Information management** – create resources

– Additional competencies

- Specialize in specific national education systems and/or **specific occupational sectors**
- Master additional languages
- Management and leadership – manage others, develop and refine organization's quality assurance processes, develop and refine assessment policy and strategy



Building Capacity – Competency Profile



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

For each of the competencies, profile defines:

- Knowledge requirements
- Performance criteria
- Range of circumstances
- Specific values and attitudes
- Assessment criteria (what the individual should demonstrate)



Future Steps



Next Phase

- Work with regulators and post-secondary admission offices to implement QAF
- Work with regulators, assessment services, and educational institutions to develop comparability tables: combine Country Profiles and precedent database
- Develop on-line course and webinars



For more information



Toolbox for academic credential assessors:

<http://www.cicic.ca/736/The-Academic-Credential-Assessment-Community-Tool-Box.canada>

- Recognized institutions
- Degree mills
- Country Education Profiles
- Professional development opportunities
- Links to national information centres

Project Web site: <http://evaluation.cicic.ca>

CICIC Web site: <http://cicic.ca>



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- Volunteers and working group members
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QUESTIONS?



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