



Guide to Credential Evaluation

1. Identify the purpose of the assessment
 - a. Is the purpose of the assessment for immigration, employment, education, professional registration or another purpose?
 - b. Does the purpose of the assessment affect the assessment process?
2. Obtain Education Documents for Evaluation
 - a. Set policies about the documents which will be required from each jurisdiction.
 - b. Communicate the requirements to applicants.
 - c. Collect the documents.
 - d. Communicate with the applicant about any missing documents
3. Determine the level of education to which the credential corresponds within the education system of the country in which it was completed. Review in the context of the system at the time of admission to the program.
 - a. Does the country have a National Qualifications Framework?
 - b. What information is available in other resources?
 - c. What are the pre-requisites for admission to the program?
 - d. What is the nominal duration of the program?
4. Determine whether the institution and/or program is appropriately recognized within its own jurisdiction
 - a. Identify the competent authority. Which body oversees recognition of education at this level in the country in which the education was completed?
 - b. Confirm that the institution or program was recognized by the competent authority at the time of attendance. Rely when possible on primary sources.
5. Authenticate the documents
 - a. Compare the applicant's name and date of birth to those which appear on the documents. Any discrepancies must be reconciled.
 - b. Compare the education history/chronology to education system of the country for consistency, including at the time of award.
 - c. Examine the physical and electronic features of the documents. Compare this to sample documents and consult other resources (i.e. [TAICEP resources](#)).

- d. Determine whether source verification of credentials is required. Make use of any on-line verification procedures set up by institutions/educational authorities.
 - e. If the documents are determined to be not authentic, no equivalency or recognition completed
 - f. Have policies for sharing information with governmental and law enforcement agencies, and other interested parties (e.g. police) if falsification is proven.
6. Compare the education completed to credentials available in the country in which recognition is sought
 - a. Ensure that you have detailed knowledge of your country's own education system – current and historical.
 - b. Situate the credential within the two education systems, taking into consideration factors such as the admission requirements, duration, and the purpose of the credential in its own jurisdiction.
 - c. Is a similar credential available in the country in which recognition is sought?
 - d. Do substantial differences exist which would preclude recognition?
7. Determine the evaluation outcome for each credential
 - a. Determine the comparable credential or quantified educational achievement in the country in which recognition is sought.
 - b. Document the basis for the decision to be used for future decisions.
 - c. Communicate the results of the decision to the applicant.
8. Develop processes
 - a. Ensure consistency by having a policy for reviewing and revising assessments
 - b. Provide a procedure for explaining assessments to the applicant and other report recipients
 - c. Have a transparent appeals process