October 23, 2019

CREDENTIAL ASSESSOR COMPETENCIES

TAICEP Conference, Vancouver, BC

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Canada and British Columbia Context for Credential Assessment and Recognition

2019 TAICEP Conference, Vancouver BC

October 23, 2019

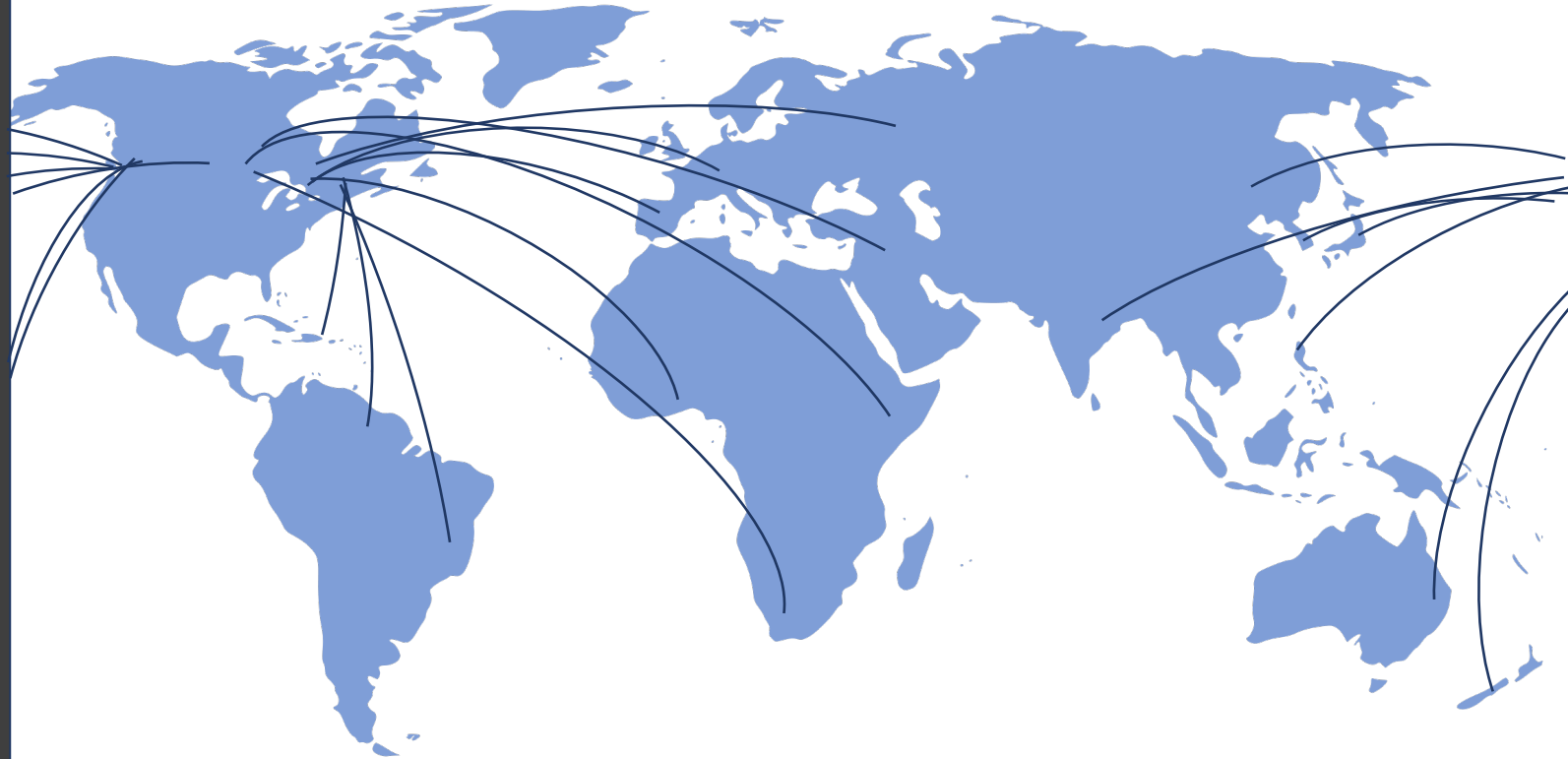# Canada attracts skilled immigrants from around the world

Canada

Permanent residents: 321,060
- Economic: 186,355 (58%)
- Family: 85,190 (38.6%)
- Refugee: 45,762 (14.25%)

British Columbia (2018)

Permanent residents: 44,920
- Economic: 26,705 (59.5%)
- Family: 14,805 (34.9%)
- Refugees: 3,230 (7.2%)

User:E_Pluribus_Anthony*chris 論 [Public domain], https://commons.wikimedia.org/wiki/File:World_map_without_Antarctica.svg

Canada's occupational regulation context is complex

- 14 jurisdictions
  - Federal government
  - 10 provinces
  - 3 territories

≈ 450 occupational regulatory authorities

≈ 300 occupations subject to regulatory certification
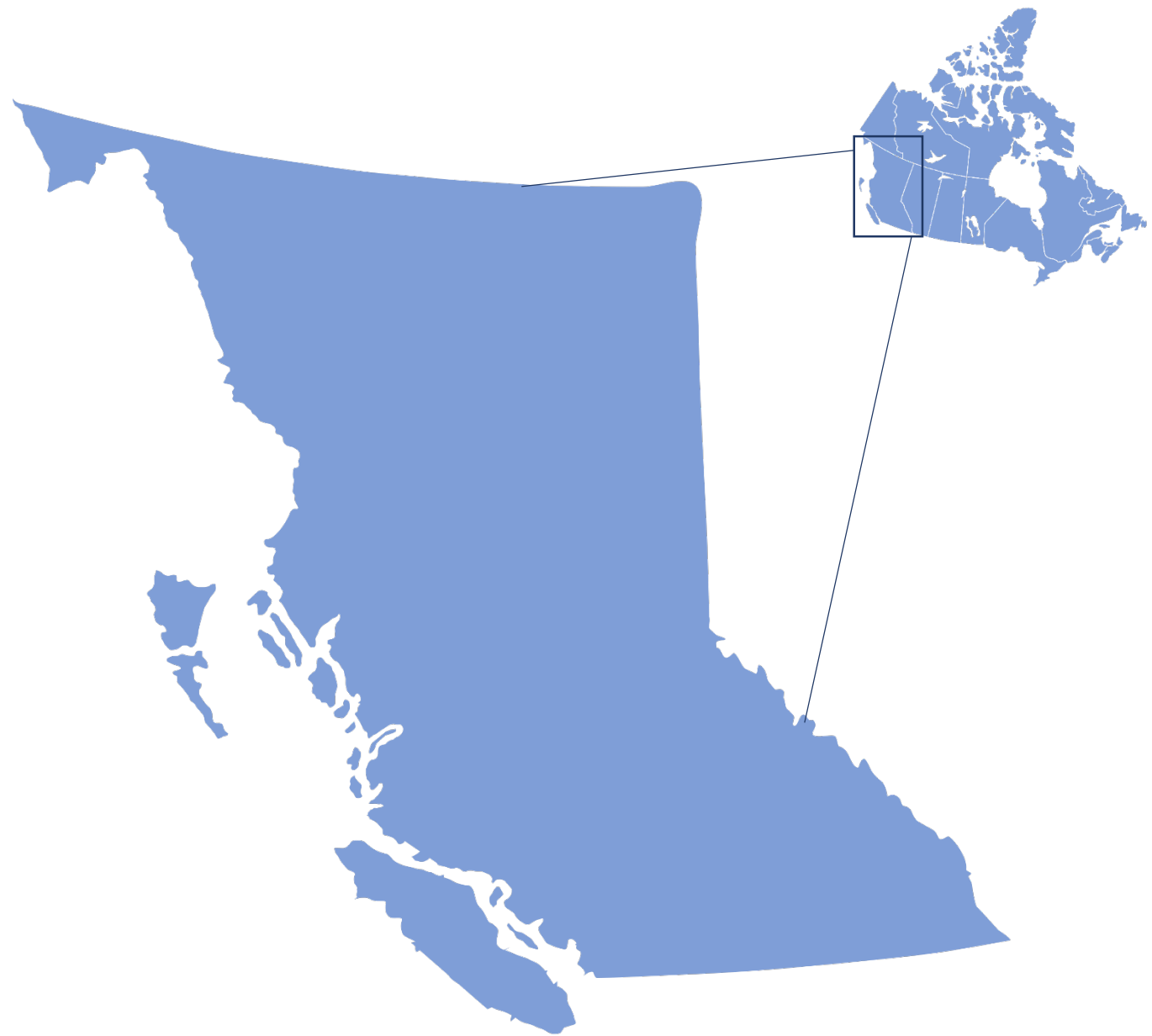
≈ 20% of jobs in Canada require certification

Credential assessment important for BC labour market

Forecast
- 903,000 job openings between 2018 and 2028.
- Post-secondary education or training required for 77% of future job

Occupational Regulation in BC
- ≈ 65 occupational regulatory authorities
- ≈ 225 occupations subject to regulatory certification

Assessing international qualifications requires balanced approach
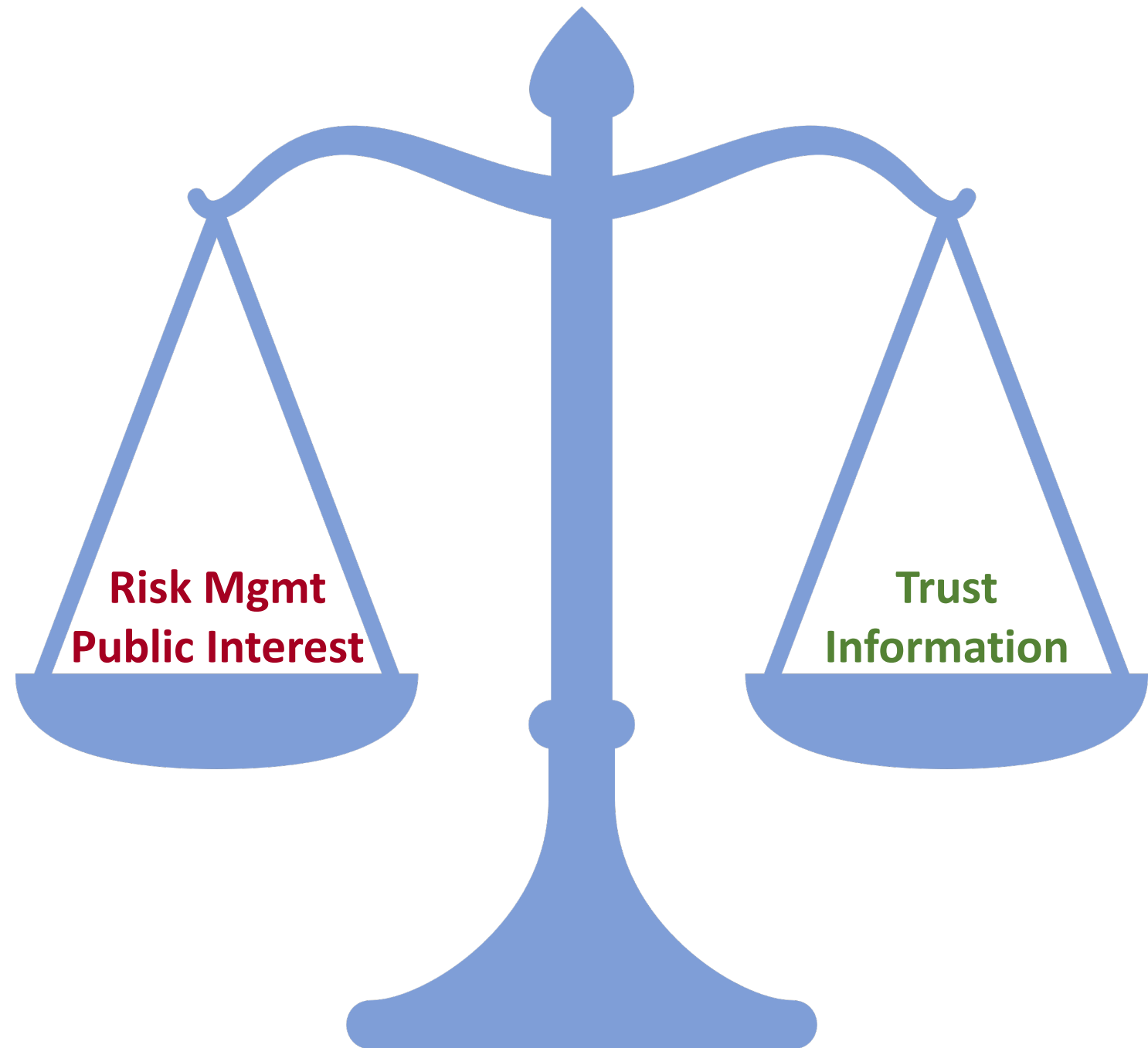
Understanding and managing risks
- Competency assessment vs credential assessment
- Efficient processes

Building trusted networks
- Expanding mutual recognition

Increasing applicant capacity
- Greater awareness of requirements and pre-arrival preparation

Risk Mgmt Public Interest

Trust Information

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BC taking action to support improved credential recognition

Career Paths for Skilled Immigrants
- 2,416 clients as of Aug 2019
- $5.68M provincial funding + $2M IRCC funding

Credential Assessment Improvement Fund
- 2019/20: investing $676,000 in 10 regulator-led projects
- Further funding expected in 2020/21
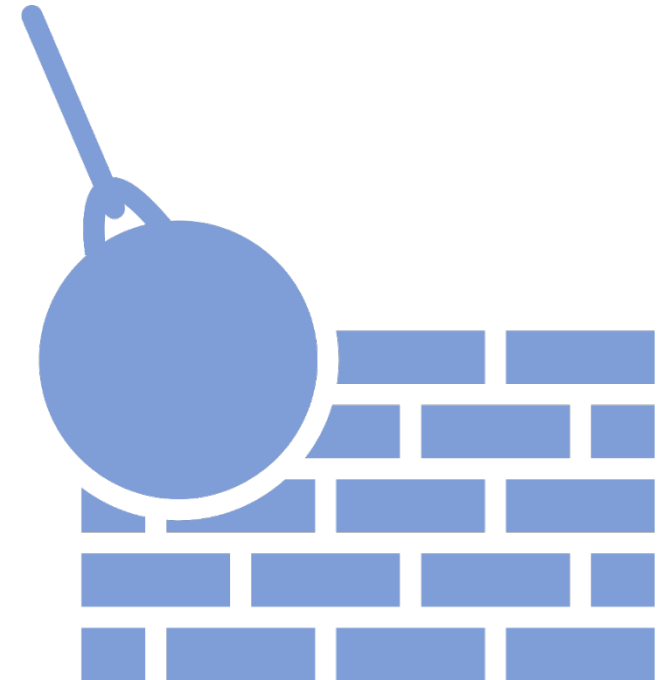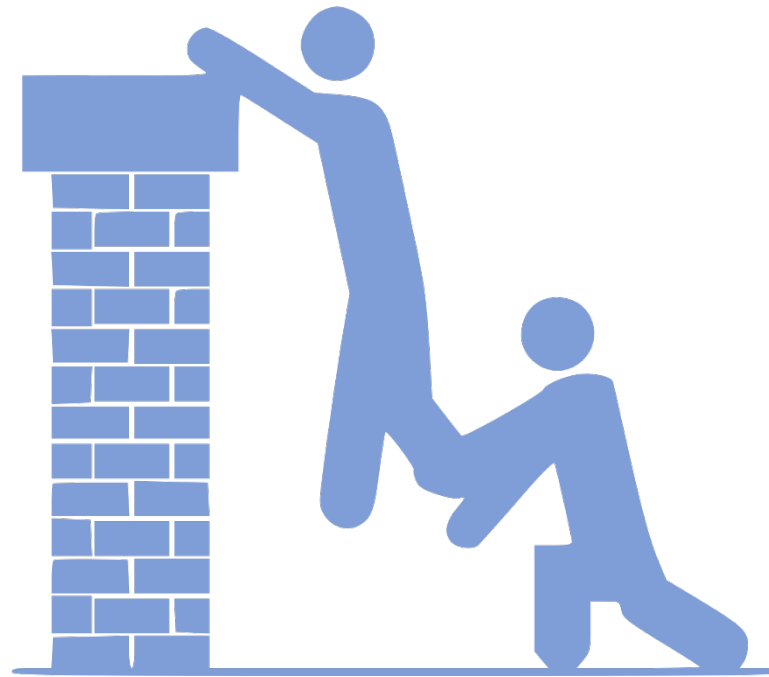
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CICIC Competency Profile for an Academic Credential Assessor

Nigel Lloyd

Who are we?

Nigel

- MA(Oxon),FICE, FCIPD
- British & Canadian
- 16 years rural development: India, Kenya, Indonesia, Bangladesh
- Register of Engineers for Disaster Relief (RedR)
- Training specialist
- UK's NVQ & NOS system from 1989
- Professional Competence Model
- Set up CamProf
- Across Europe, then Canada
- (campaigning against Brexit)

CamProf

- 1994 in UK, 2010 in Canada
- 60+ UK projects, 30+ EU projects, 30+ Canadian
  - ✓ Professional development
  - ✓ Standards of competence
  - ✓ Assessment, qualifications, EQF
  - ✓ Inter-cultural, diversity & inclusion
  - ✓ Oddball
- All professions

Cambridge Professional Development

"advising organizations on the development of their professionals"

CICIC Academic Credential Assessor Competencies

2,000 Canadian Academic Credential Assessors do ½M assessments/year, employed by:

- 6 in Alliance of Credential Evaluation Services of Canada (ACESC) do 55% of all assessments, for immigration
- 300 regulators of professions do 5%, for licence to practise
- 2,000 post-secondary institutions do 40%, for admission to study

Project: part of suite of projects 2010-12: to improve quality & portability of academic credential assessment.

CICIC team (Yves Beaudin, Nancy Tran, Eric Schvartz) + CamProf (Nigel Lloyd, John O'Sullivan, Frank Vandenburg, Felicity Borgal)

Methodology:

- Working Group
- focus groups
- e-questionnaires in Canada & internationally
- consultation interviews
- desk research
- Conference, 90 participants

Cambridge Professional Development

"advising organizations on the development of their professionals"

CICIC Credential Assessor Competencies

Functional Group	Core	Optional	Additional
1. Assessment	1.1 Assess authenticity of a credential 1.2 Assess accuracy of translation 1.3 Assess status of an institution using precedents 1.4 Assess status of an institution in the absence of relevant precedents 1.5 Assess comparability of a foreign credential using precedents 1.6 Assess comparability of a foreign credential in the absence of relevant precedents	1.7 Describe educational programs	
2. Information Management	2.1 Use databases 2.2 Maintain records and statistics 2.3 Analyze information from diverse sources	2.4 Create resources for credential assessment	
3. Communication	3.1 Communicate with client/applicant 3.2 Communicate with other education, assessment, and credential professionals 3.3 Communicate in English or French		
4. Professional Competencies	4.1 Engage in professional and ethical practice 4.2 Develop yourself 4.3 Help others to develop 4.4 Customer service		
5. Specialist Competencies			5.1 Specialize in specific national education systems 5.2 Specialize in specific occupational sectors 5.3 Master additional languages 5.4 Lead a team 5.5 Manage others 5.6 Lead the organization 5.7 Lead the organization's quality assurance

Example: 1.4: Assess status of an institution in the absence of relevant precedents

	CORE COMPETENCY
10	**Qualification level** (Canadian Degree Qualifications Framework + Ontario Qualifications Framework)
1	**Relative importance** (only affects an individual assessment)
O	**Frequency** (affects all future assessments)
K5	Evaluating
S3	Basic Proficiency **Bloom's Trajectory**
A3	Relating
w	**Difficulty to master** (weeks, <1 month)

Performance Criteria:
a. Identify credential's issuing institution.
b. Confirm status of credential's issuing institution is not available on the appropriate databases.
c. Obtain information relating to status of credential's issuing institution from appropriate sources.
d. Write a report on comparability or substantial differences of an issuing institution.

Range of Circumstances:
i. issuing institution: academic institution, professional institution, awarding body; private, commercial, autonomous foundation, or public sector body; existing, merged/devolved, defunct
ii. status: formal recognition or approval by the relevant governmental body in the country; recognition by relevant professional, licensing, or regulatory bodies
iii. appropriate sources: in-house database, external database, in-house files, reference book
iv. appropriate expert: in-house expert, expert in another credential assessment service, expert in the education system of that country, proper accrediting authority for institutions in that country

Knowledge Requirements:
1. significant characteristics that determine the status of an institution
2. sources of information (databases and people) about institutions (including diploma mills)
3. recognition that an institution's status is sometimes dependent on the date

Specific Values and Attitudes:
• none suggested

Examples:
• institutions the organization has not previously dealt with
• known institutions when there has been significant change in its external environment (e.g. change of status or recognition, change of ownership, change of legislation)
• known institutions when there has been significant change in its structure or operation (e.g. introduction of quality assurance procedures)

Assessment Criteria:
The candidate should submit evidence of the following:
• having been personally responsible for checking the issuing institution's status (in the absence of a relevant precedent) from at least two foreign institutions;
• a write-up of the methodology and process followed, databases used, and outcomes achieved for the assessment of a particularly challenging institution;
• an example of a report prepared by the candidate confirming comparability or substantial differences in an issuing institution, with the justification for this conclusion. (This can be specially prepared as evidence for assessment if the candidate has not been required to produce such a report during the course of his or her work)

"advising organizations on the development of their professionals"

Potential Uses

Users

- Employers
- Educators
- Individual credential assessors

Shared competency statements allow stakeholders to share competency definitions

More users, more uses
→ greater uptake & familiarity, more tools
→ greater value-added

115+ Uses

- Recuitment & Selection
- Assessment
- Career Development
- Performance Management
- Rewards Compensation
- Succession Planning
- Competency Profile

And you?

- Who uses an Academic Credential Assessor competency profile?

- Who plans to use an Academic Credential Assessor competency profile?

- How do you use them: recruitment, training, appraisals, other?

Our Mission

WES advances the global mobility and integration of people into academic and professional settings by evaluating and advocating for the recognition of international educational qualifications and enabling individuals to fully utilize their education.

45 Years of WES Expertise

1974

WES is founded.

2004

WES begins accepting **online applications** for credential evaluations.

2012

WES publishes ***Best Practices: Strategies and Processes to Obtain Authentic Educational Credentials***

WES contributes to the ***Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials***

1998

WES launches its **proprietary database, AICES** (Automatic International Credential Evaluation System).

Over time, AICES becomes one of the most significant repositories of global education records in the world.

2000

WES opens an office in Toronto, Canada.

2010

WES begins focusing on the **issue of underemployment** among internationally educated people in Canada.

2013

WES becomes a **designated provider** of educational credential assessments (ECA) for Immigration, Refugees and Citizenship Canada.

45 Years of WES Expertise

2016

WES launches a **refugee pilot project** in **Canada** to reconstruct Syrian refugees' academic qualifications when verifiable documentation is not available.

2018

The **WES Gateway Program** is launched in **Canada**. The program helps eligible individuals displaced by political unrest, conflict, and natural disasters obtain credential evaluation reports even when verifiable documents are not available.

WES expands its **Skilled Immigrant Integration Program** to eight new U.S. communities.

WES launches **digital badges**, allowing customers to easily and securely share verified proof of academic accomplishments online.

2017

WES completes credential evaluations for the 337 Syrian refugees who participated in the refugee pilot project.

WES pilots a new **Skilled Immigrant Integration Program,** providing technical assistance to eight **U.S.** communities.

2019

WES launches the USD$30 million **Mariam Assefa Fund** to support efforts to permanently dismantle the barriers that impede economic advancement among immigrants and refugees in the U.S. and Canada.

Competency Profile:
Academic Credential Assessor

Competency Profile for an Academic Credential Assessor VOLUME 1

PAN-CANADIAN QUALITY STANDARDS IN INTERNATIONAL ACADEMIC CREDENTIAL ASSESSMENT
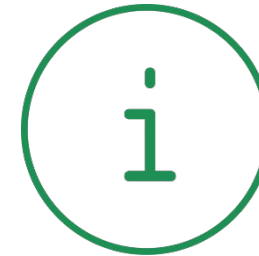
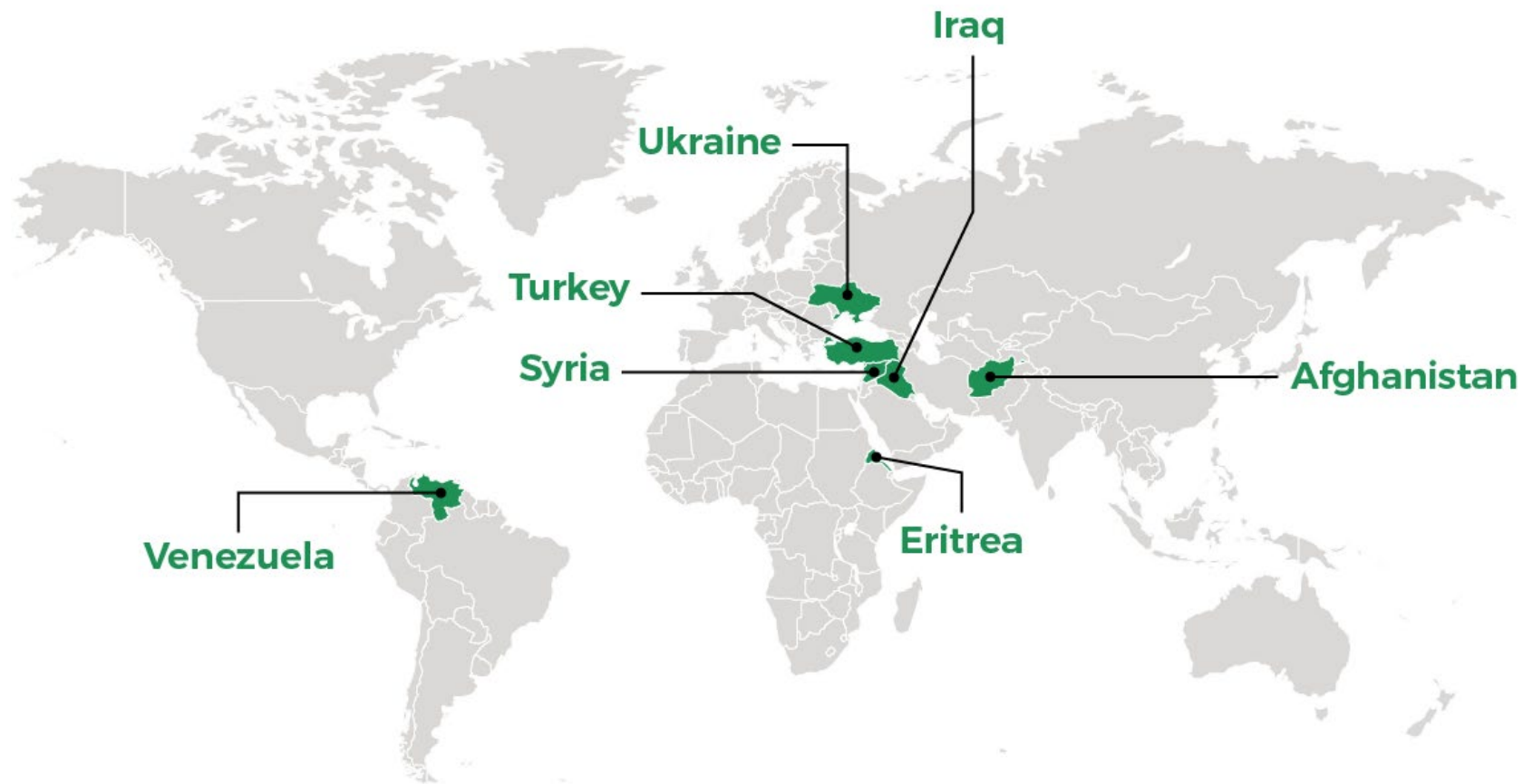# Impact of International Agreements

Lisbon Recognition Convention

Global Compact for Migration

Global Compact for Refugees

WES Gateway Program

The WES Gateway Program provides credential evaluations
for displaced individuals who lack official documentation.

Academic Credential Assessor Competencies

Challenges

Hiring

Training

Specialization

Ontario College of Teachers

- Regulates the teaching profession in the public interest by:

  - setting ethical standards and standards of practice

  - issuing teaching certificates and may suspend or revoke them through a fair disciplinary process

  - accrediting teacher education programs and courses

  - investigating and hearing complaints about members

- Is one of Canada's largest regulators

Ontario College of Teachers | Setting the Standard for Great Teaching

@oct_oeeo

Credential Assessment at the College

- Initial certification, equivalency for additional qualifications and appeals

- Credential assessment and registration requirements:
  - Academic (postsecondary degree)
  - Professional (teacher education program)

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Credential Assessors at the College

- Orientation and training:
  - Assessment
  - Information management
  - Communication
  - Professional competencies
- Knowledge and skills development
- Resources

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Credential Assessor Competencies

- Assists the College to:
  - Create training plans
  - Develop specialist competencies
  - Write performance appraisals
  - Explain role of credential assessment professionals

Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

Canadian Alliance of Physiotherapy Regulators
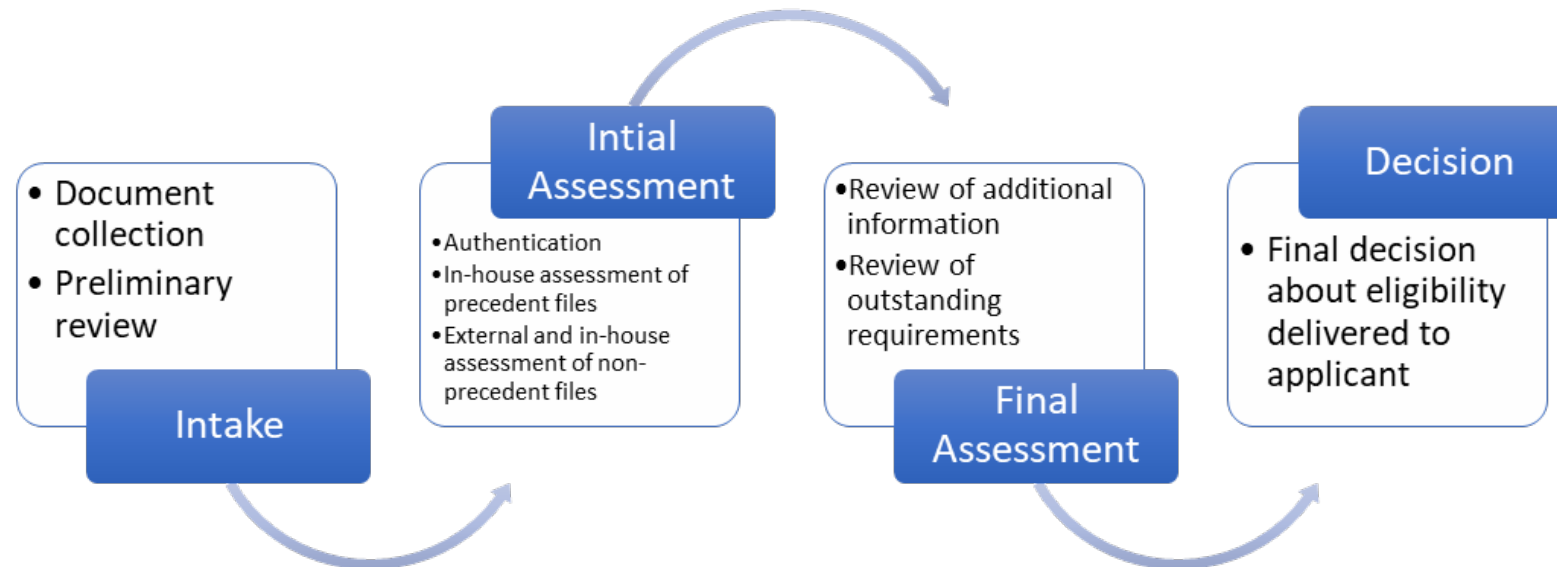
Who are we

- Pan-Canadian federation of provincial/territorial physiotherapy regulators.

What do we do

- We support our regulatory members, prospective physiotherapists and stakeholder partners. We provide standardized and cost effective:
    - Evaluation Services (credential assessments and competency exams)
    - Knowledge brokering
    - Policy
- We work in the public interest.
- We evaluate 700 – 800 credential assessments and administer over 3000 physiotherapy competency exams per year.

CAPR's Assessment Process

- Document collection
- Preliminary review

Intake

Intial Assessment

- Authentication
- In-house assessment of precedent files
- External and in-house assessment of non-precedent files

- Review of additional information
- Review of outstanding requirements

Final Assessment

Decision

- Final decision about eligibility delivered to applicant

Competencies – CAPR Experience

- Generalists (countries)

- Specialized (physiotherapy)

- Assess the authenticity of credentials and qualifications

- Assess accuracy of translations

- Analyze information from diverse sources (including work experience)

- Create resources for credential assessment (IPAAN)

- Client communication (stakeholders and applicants)
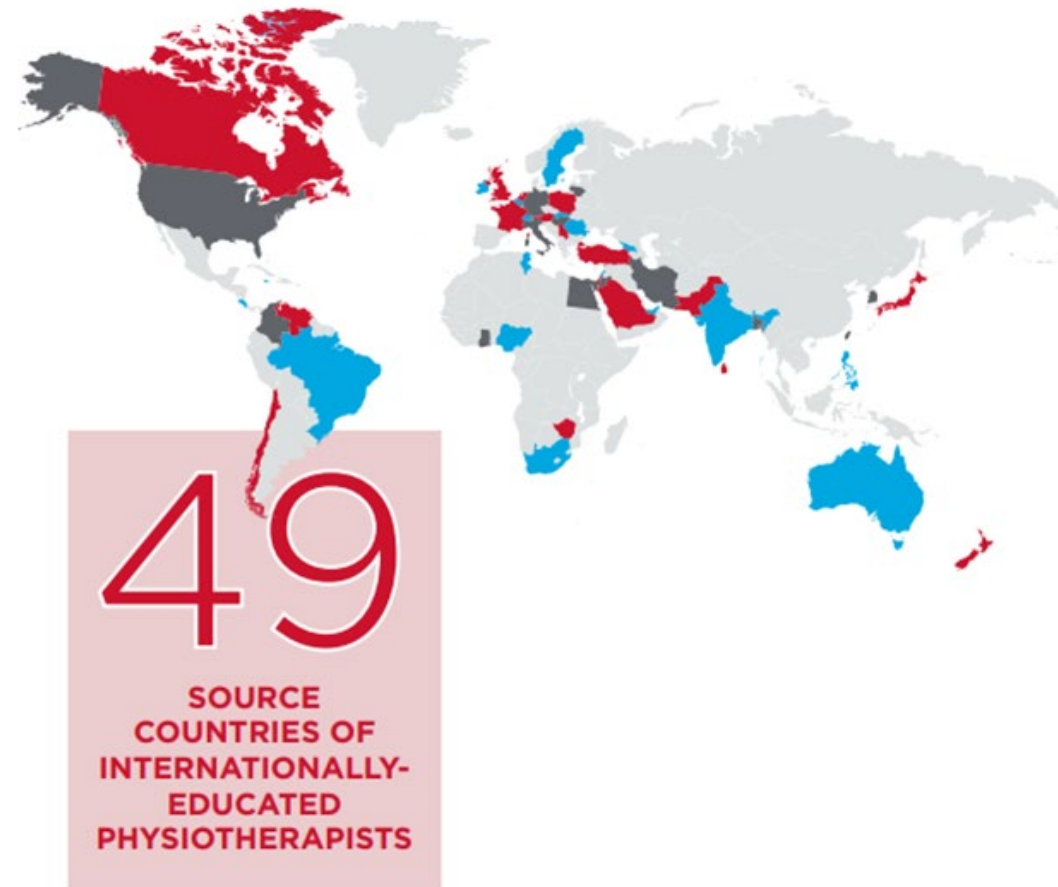
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SOURCE COUNTRIES OF INTERNATIONALLY-EDUCATED PHYSIOTHERAPISTS

Competencies – CAPR Experience

- Credentialling Officers <u>do not</u> formally assess the comparability or status of foreign credentials in the <u>absence</u> of a precedent

Challenges

- In-house language expertise
- Hiring
- Staff retention
- Professional development opportunities
- Limited assessment resources

Moving Forward

- Program review
- New technology
- Business modernization